

Solanco SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

121 S Hess St
Quarryville, PA 17566
(717)786-8401
Superintendent: Brian Bliss
Director of Special Education: Carole Clancy

Planning Process

The Solanco School District Comprehensive Planning process represents the hard work and input of a wide range of district residents, parents, teachers, administrators, community members, and business leaders. The Comprehensive Planning Steering Committee functioned as the foundation of the entire process.

The steering committee met for the first time in the fall of 2016 and periodically thereafter. The Steering Committee consisted of numerous district stakeholders who contributed their expertise to the plan's authorship.

The Steering Committee's initial charge was to review core belief statements and vision statements, revise/rewrite the district's mission statement, analyze district data, and offer areas of focus for future goal development.

After each meeting, subcommittees developed segments of the Comprehensive Plan that were then reviewed by the Steering Committee for feedback.

The drafted comprehensive plan will be placed in the Quarryville Public Library for review and the draft plan presented to the Solanco School Board for approval in September of 2018. The plan will then be submitted to the Pennsylvania Department of education for review.

Mission Statement

The mission of the Solanco School District is to connect, inspire, and empower all stakeholders.

Vision Statement

We envision a Solanco School District in which all stakeholders come together in order to connect, inspire and empower our students.

Shared Values

We believe each student . . .

- can learn
- is a unique learner
- has unique talents and experiences
- deserves respect and fosters self-respect
- should be nurtured physically, emotionally and intellectually
- is deserving of an academically challenging environment
- has a right and responsibility to provide a safe environment
- has a responsibility to contribute to their own academically challenging environment
- has the potential to contribute to family, school and community

We believe learning . . .

- should be engaging, challenging and empowering
- is enhanced by quality instruction
- is enhanced by positive student to staff and peer relationships
- is a shared responsibility between students and teachers
- is a life-long process

We believe educators . . .

- are committed to the welfare of all children
- should model and encourage life-long learning

- should demonstrate professionalism
- inspire students to discover and develop their individual abilities and talents
- are vital to the academic success of our students

We believe effective schools . . .

- educate the whole child
- are safe
- have parental and community support
- encourage innovation
- plan for the future
- have strong leadership
- prepare students to be successful in a global and diverse society
- provide necessary resources
- foster a collaborative environment
- communicate with all stakeholders

Educational Community

The Solanco School District is nestled in the southern portion of Lancaster County amidst the rolling hills of south-central Pennsylvania. The name Solanco is an abbreviated form of Southern Lancaster County, the territory covered by the school district. The component municipalities of the school district are Bart, Colerain, Drumore, East Drumore, Eden, Fulton, Little Britain and Providence Townships, as well as Quarryville Borough.

The district consists of approximately 186 square miles, comprising an area from about seven miles south of the city of Lancaster to the Maryland state line (north to south) and the Susquehanna River to the Chester County line (west to east). This makes for an intricate busing system between the homes of the students and the seven schools in the district. Of the 22 school districts served by the

Lancaster-Lebanon Intermediate Unit 13, Solanco is the largest district in terms of land, representing nearly 20 percent of the total county in landmass.

The earliest southern Lancaster County inhabitants were believed to be Quakers and Mennonites of Swiss and German origins, Englishmen, French Huguenots, and Welsh. A military arm was needed, and the Quaker government recruited Scotch-Irish from Northern Ireland. These immigrants were given land in the lower end of the district to fight off a Catholic takeover from Maryland.

In the early eighteenth century, Pennsylvania and Maryland were involved in a dispute over the border. It was both a border battle and a religious skirmish. By importing the Scotch-Irish, William Penn acted primarily to protect the border, which Marylanders insisted extended as far north as three miles south of Lancaster.

Education in the Southern End began in one-room schoolhouses in the early 1700s. Private academies soon developed. One of the better known, Chestnut Level Academy, opened in 1852. Higher schooling was also available for those who wished to continue beyond the eight grades offered in the one-room schoolhouses. There was a four-year high school built in Quarryville in 1881. Students from all over the district completed their twelfth year of education at the facility. In 1915, the Quarryville Junior-Senior High School building was erected on South State Street, and it still plays an important role as the central offices for the school district.

During this same time period, there were other high schools in southern Lancaster County. However, they were all three-year schools or second-class high schools. On September 23, 1947, eight townships surrounding Quarryville joined the borough to form and define the Solanco School District. The nine municipalities included Bart Colerain, Drumore, East Drumore, Eden, Fulton, Little Britain and Providence Townships, and Quarryville Borough. Official district status was achieved in 1966. During this time, the one-room schoolhouses were phased out and elementary schools were built. Solanco Junior-Senior High School was opened in 1962 on the same site where Solanco High School now stands. Today, the Solanco School District includes four elementary buildings, two middle school facilities, and one high school.

ORGANIZATIONAL STRUCTURE

The Solanco School District is currently comprised of seven schools in the following configurations:

- Bart-Colerain Elementary School for grades K-5
- Clermont Elementary School for grades K-5
- Providence Elementary School for grades K-5
- Quarryville Elementary School for grades K-5
- George A. Smith Middle School for grades 6-8

- Swift Middle School for grades 6-8
- Solanco High School for grades 9-12

The District provides a comprehensive educational program for approximately 3,400 age-qualified students from kindergarten through grade 12. The District's mission is to "Connect. Inspire. Empower." Instructional services are provided for regular education, special education, vocational education (which includes industrial arts, agriculture science and technical programs), programs for the fine arts, advanced academic programs and gifted programs. Students are also encouraged to participate in the many school-sponsored co-curricular and extracurricular activities encompassing intramural and interscholastic athletics as well as a variety of student clubs, musical and theatrical activities available to both elementary and secondary students.

District administrators, teachers, and support staff are provided a variety of opportunities for participation in professional development meetings, seminars, conferences and online courses with the ultimate goal of improving the educational program. Professional development is a district-wide effort largely tied to curriculum alignment, state assessments and legislative mandates.

Planning Committee

Name	Role
KAY BANDY	Administrator : Schoolwide Plan
DAVID BEARD	Administrator : Schoolwide Plan
Robert Dangler	Administrator : Professional Education Special Education
JOHN DOLAN	Administrator
RICK ESCHE	Administrator
Rebecca Gajecki	Administrator : Professional Education
Paul Gladfelter	Administrator : Professional Education
SANDY HAINES	Administrator
Stephanie Lininger	Administrator : Professional Education
SCOTT LONG	Administrator
CHRISTINA MCLAUGHLIN	Administrator
TRINA ARMSTRONG	Business Representative : Professional Education

SHANNON HOWELL	Business Representative : Professional Education Schoolwide Plan
AMANDA BROWN	Community Representative : Professional Education
ANGIE SCHLAGNHAUFER	Community Representative : Professional Education
Stephanie Leister	Ed Specialist - Instructional Technology : Professional Education
Lindsay Capoferri	Ed Specialist - School Counselor : Professional Education
MARY HUMPHRIES	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Patricia McTaggart	Ed Specialist - School Counselor : Professional Education
Kelly Shumaker	Ed Specialist - School Counselor : Professional Education
SOUZAN DARLEY	Elementary School Teacher - Regular Education : Professional Education
SHANNON LEWIS	Elementary School Teacher - Regular Education
RICH MILLER	Elementary School Teacher - Regular Education : Schoolwide Plan
BILLIE CORBIN	Elementary School Teacher - Special Education : Professional Education Special Education
LISA SCHELL	High School Teacher - Regular Education : Professional Education
STACY SHELTON	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Danielle Booth	High School Teacher - Special Education : Special Education
ALEXANDRIA DECICCO	Middle School Teacher - Regular Education : Professional Education
CHRISTI DIENNER	Middle School Teacher - Regular Education : Professional Education
SARA PARRISH	Middle School Teacher - Special Education : Professional Education Special Education
LORI BAILEY	Parent : Schoolwide Plan
COURTNEY JAYNE	Parent : Schoolwide Plan
AMY RINEER	Parent : Professional Education
GINI WOY	Parent : Professional Education Special Education
Linda Overley	Special Education Director/Specialist : Special

	Education
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Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

Not applicable

Elementary Education-Intermediate Level

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

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

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

Not applicable

Middle Level

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

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

Solanco does not offer world language study at the middle level at this time.

High School Level

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

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

Not applicable

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

Not applicable

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Solanco's primary level elementary curriculum has been revised through a multi-year process that delineated knows/dos/understands, units, lessons, timelines, and unit assessments based on available standards. These curricular components are authored by a team of classroom teachers (cross grade level) and are based upon current standards (which functions as the foundation upon which the curriculum is designed). Furthermore, the implementation of MTSS at all elementary schools has resulted in a specific designation of time-per-subject.

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

NA

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Solanco's intermediate level elementary curriculum has been revised through a process identical to and simultaneous with the primary level curriculum design process. This is a multi-year process that delineated knows/dos/understands, units, lessons, timelines, and unit assessments based on available standards. These curricular components are authored by a team of classroom teachers (cross grade level) and are based upon current standards (which functions as the foundation upon which the curriculum is designed). Furthermore, the implementation of MTSS at all elementary schools has resulted in a specific designation of time-per-subject.

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

NA

Middle Level

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

Processes used to ensure Accomplishment:

Solanco's middle level curriculum has been revised in core subjects through a multi-year process that delineated knows/dos/understands, units, lessons, timelines, and unit assessments based on available standards.

The resultant curriculum is specific in time allotment, standards alignment, level of mastery expected. Curriculum has been developed in these formats for many course subject; all other course subjects are being written in this format (existing curriculum in place).

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

NA

High School Level

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

Processes used to ensure Accomplishment:

Solanco's high school level curriculum mirrors the middle level process, with more intensified focus on Keystone Exam related subject in recent years. High school curriculum has been revised in core subjects through a multi-year process that delineated knows/dos/understands, units, lessons, timelines, and unit assessments based on available standards.

The resultant curriculum is specific in time allotment, standards alignment, level of mastery expected. Curriculum has been developed in these formats for many core subjects; all other course subjects are being written in this format (existing curriculum in place).

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

NA

Modification and Accommodations

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

Throughout the Solanco School District, inclusive practices are utilized and embraced. Solanco currently has all of our 4 elementary schools recognized as state approved RtII/MTSS buildings. Additionally, professional development that has been offered to the faculty at all levels has maintained a heavy focus on learning that is personalized and accommodated. The Solanco School District has employed the use of Learning Focused Schools for well over 10 years and continues to grow in its implementation and understanding of this teaching methodology, which emphasizes practices that promote inclusion. Through our work in both the RtII/MTSS initiative as well as the extensive work and training that has been done in LFS teaching strategies, Solanco has been able to employ strategies that pay large dividends for all students, and especially those students with disabilities in order to maintain and offer access to rigorous standards aligned curriculum.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Department Supervisors

Unchecked Answers

- Building Supervisors
- Instructional Coaches
- Not Reviewed

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

Solanco employs formal walkthroughs of all classrooms by building administrators. This process is based on a locally-designed tool that allows for online data review by the administrative team. The walkthrough form is developed annually consequent of a classroom strategies needs assessment completed by teachers each year. The walkthrough forms are automated to collect data points electronically during the walkthrough. Additionally, all teachers are evaluated based upon the Danielson Framework. Peer evaluation/coaching is a supervision option available to tenured teachers on a cyclical basis. The peer evaluation framework has been revised and enhanced.

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

NA

Responsiveness to Student Needs

Elementary Education-Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Middle Level

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

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The Solanco School District recruits teachers through website postings, newspaper postings, and use of PA-Educator.net resources to solicit applications.

Teachers hired by the Solanco School District must progress through a thorough and rigorous selection process that requires prospective teachers to demonstrate a multitude of crucial skills. Of particular note is the district's analysis of prospective teachers' ability to reach at-risk students. The process focuses on determining the extent a prospective teachers' beliefs align with foundational practices such as feelings of significant

responsibility for at-risk students, a commitment to at-risk students, and demonstrated aptitude for implementing innovative practices to ensure the success of at-risk students.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.50	1.50	1.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				
Career Education and Work		X				

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA Reading		X	X	
PSSA Mathematics		X	X	
PSSA Science		X	X	
Keystone Algebra I			X	X
Keystone Literature				X
Keystone Biology				X
Curriculum-Based Assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Curriculum-Based Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
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CDT Reading		X	X	
CDT Literature				X
CDT Math		X	X	X
CDT Algebra I			X	X
CDT Biology				X
Curriculum-Based Assessments	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are authored as part of the curriculum design process--assessments are authored as end-of-unit assessments. They are developed through a design process and validation protocol that focuses on two quality-control areas: content alignment and taxonomy charting. The district assistant superintendent oversees this process; teacher work is reviewed by building principals, applicable department chairs, and teachers review/evaluate the assessments on a regular basis (which recommendations for revision).

Development and Validation of Local Assessments

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

Solanco administers the Keystone Exams as delineated in Chapter 4 regulations and does not intend to submit locally-designed assessments for external validation as a graduation requirement.

Collection and Dissemination

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

Solanco employs the use a vendor based product that is updated regularly an provided to all teachers. Teachers are required to engage in substantive analysis through protocols. Time is allotted for this regular review.

Data is available to teachers for their students. This data includes:

PSSA Data
DIBELS Data
CDT Data
Keystone Data

Principals are required to present student performance data updates to the administrative team twice annually.

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 used repeatedly by teachers to determine strengths and weakness and to prescribe programming.

At the Elementary Education Primary Level, screening data is used to identify students for extended-day kindergarten programming.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Solanco's curriculum is standards-based, with instructional units and objectives clearly defined by standards nomenclature. Additionally, curriculum is authored with common, high-quality assessments included, which strongly connects standards to assessments and mastery.

Numerous mechanisms are employed to ensure that learning objectives not mastered are easily and definitively identified, which allows data teams, RTII meetings, grade level teams, department to collaborate and identify instructional strategies.

Additionally, instructional practices are modified to increase student mastery based on differentiated learning strategies, which is a focus of professional development, from remedial strategies to extended thinking skills.

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

Not applicable

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Solanco communicates summative data results to the community in a number of ways, including the following:

Website

Report Card to the Community

Literacy Newsletter

CAFR

Open House Presentations

Parent Conferences

Newsletters

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

Not applicable

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.

While Solanco does not have any struggling schools by definition, the district endeavors to support schools to demonstrate continued student achievement growth in the following ways:

- Complete, evaluate, and refine articulated LFS model curriculum
- Complete, evaluate, and refine common curriculum-based assessments
- Train teachers in the use of exemplary teaching strategies
- Assess the implementation of curriculum
- Assess the pervasiveness of exemplary teaching strategies
- Continue to refine data analysis protocols and skills
- Continue to offer and expand targeted remediation programs

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence	X	X	X	X

Prevention Plans				
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

Solanco employs two school resource officers, one of whom is placed at the HS, but services all levels. The second SRO is currently hired on a part-time basis with a focus on elementary programming and is shared between the four elementary buildings.

Screening, Evaluating and Programming for Gifted Students

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

Solanco School District Procedures for Identifying Students Who Are Mentally Gifted

The Solanco School District provides gifted support services for students who have been identified as gifted under PA code 22 chapter 16 regulations. A multi-criteria process based on Pennsylvania state guidelines is used to identify students for gifted support services. Specifically the following procedures are utilized:

Public Awareness

The Solanco School District school district conducts awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities are designed to reach parents of students enrolled in the Solanco School District and the parents of school age children not enrolled in Solanco schools. Awareness activities are conducted annually and include providing information in the form of an Annual Notice, through district calendars, brochures made available at all buildings and our local fair and through information posted on the school district web site. Through these efforts the Solanco School District attempts to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.

Screening and Evaluation

The Solanco School District attempts to determine the need of every potential mentally gifted student's needs through a screening and evaluation process which meets the requirements of chapter 16. Specifically, all students during their second grade year have the opportunity to take the Otis-Lennon School Ability Test (OLSAT) in order to identify students who may potentially qualify as mentally gifted. Students referred to be evaluated for potential mental giftedness are assessed using a multiple criteria approach. Specific procedures have been established to determine whether a student is mentally gifted. This term includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in this document and in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as

indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted always includes an assessment by a certified school psychologist.

Multiple Criteria

The Solanco School District utilizes the following multiple criteria in order to identify a student as mentally gifted:

(1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.

(2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.

(3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion referenced team judgment.

(4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.

(5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Solanco School District Gifted Program Summary

The Solanco School District utilizes the following guiding principles as outlined by the Pennsylvania Department of Education and Gifted Guidelines (2010) for the planning and implementation of our K – 12 gifted programming. Specifically:

1. The Solanco School District is primarily responsible for identifying all exceptional children and developing educational programs to meet their needs (24 P.S. § 13-1371)
2. Pennsylvania school law includes gifted students as “children with exceptionalities who need specially designed instruction.
3. Appropriate specially designed instruction should be based on the gifted student’s need and ability (24 P.S. § 16.41 (b) (1))
4. The Gifted Individualized Education Program (GIEP) should be based on information obtained from formal and informal comprehensive needs assessments, including input from parents (22 Pa. Code § 16.41)
5. The placement of a gifted student should provide learning opportunities that go beyond the program the student would receive as part of regular education (22 Pa. Code § 16.41)
6. The placement of a gifted student should ensure that the student is able to benefit meaningfully from the rate, level, and manner of instruction (22 Pa. Code § 16.41)

7. Gifted education programming must be an integral part of the instructional school day
8. Gifted students benefit from being grouped with their intellectual peers

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

The Solanco School District, in addition to teacher training and referral mechanisms, employs a screening tool (OLSAT) that is administered at the end of grade 2. This assessment is administered to all 2nd graders in February, and the data is reviewed by the director of psychological services. Based on this data, students who have not already been referred or screened and who score in the superior range are sent a permission to evaluate form in order to conduct a full gifted evaluation.

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

The Solanco School District utilizes the following multiple criteria in order to identify a student as mentally gifted:

- (1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.
- (2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.
- (3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion referenced team judgment.
- (4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.
- (5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

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

The Solanco School District utilizes the following guiding principles as outlined by the Pennsylvania Department of Education and Gifted Guidelines (2010) for the planning and implementation of our K – 12 gifted programming. Specifically:

1. The Solanco School District is primarily responsible for identifying all exceptional children and developing educational programs to meet their needs (24 P.S. § 13-1371)

2. Pennsylvania school law includes gifted students as “children with exceptionalities who need specially designed instruction.
3. Appropriate specially designed instruction should be based on the gifted student’s need and ability (24 P.S. § 16.41 (b) (1))
4. The Gifted Individualized Education Program (GIEP) should be based on information obtained from formal and informal comprehensive needs assessments, including input from parents (22 Pa. Code § 16.41)
5. The placement of a gifted student should provide learning opportunities that go beyond the program the student would receive as part of regular education (22 Pa. Code § 16.41)
6. The placement of a gifted student should ensure that the student is able to benefit meaningfully from the rate, level, and manner of instruction (22 Pa. Code § 16.41)
7. Gifted education programming must be an integral part of the instructional school day
8. Gifted students benefit from being grouped with their intellectual peers

To this end the district offers programming to its gifted students through both enrichment and acceleration opportunities.

Developmental Services

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

Explanation of developmental services:

The middle schools and high school are currently working on MTSS practices focused in the social, emotional and behavioral realms. It is our hope once these areas have been established and a solid understanding of the MTSS framework permeates the buildings, that the academic component can be added. These two levels are not checked as of this submission simply because they are not fully established in all four domains.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Classroom teachers and support staff participate in various collaborative meetings regarding differing student needs and academic progress.

- At the elementary level, teachers participate in monthly data meetings to detail differing student needs and determine interventions (aligned to the district's RTII/MTSS framework). Additionally, teachers participate in student-specific IEP meetings as well as counselor-arranged meetings.
- At the middle level, teachers participate in daily grade-level team meetings. Additionally, teachers participate in student-specific IEP meetings as well as counselor-arranged meetings.
- At the high school level, teachers participate in department meetings. Additionally, teachers participate in student-specific IEP meetings as well as counselor-arranged meetings.

Community Coordination

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

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

Coordination with daycare centers, preschool programs and Head Start is accomplished through the work of the Transition to Kindergarten team that meets several times during the school year. Directors and teachers from all area programs serving children birth through preschool age are invited to these meetings that are facilitated by the district's Title I coordinator. Professional development resources are shared as well as information about readiness expectations for incoming kindergarten students. This group also plans workshops for community members with young children as a way to reach out to parents who may not have enrolled their children in preschool. These workshops are held at the local public library and cover topics such as developing fine and gross motor skills in young children, early literacy and numeracy, and creative play.

Pre-K visits to our kindergarten classrooms are also planned by this group each spring. Parents have an opportunity to visit our elementary buildings with their young children. The children get to spend time in a kindergarten and the parents meet with the building's reading specialists and administrators to gain information about our kindergarten program.

Solanco will provide alternative bus stops for children to daycares or babysitters at the request of parents.

Preschool Agency Coordination

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

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

1. Solanco School District works closely with IU13 Early Intervention to provide information regarding early intervention services. In addition to the annual public notice the district sponsors a three and four year old clinic for residents as an added layer of identification. This clinic is staffed by district Speech and Language Pathologists, Occupational Therapists and school psychologists. The LEA coordinates a mailing to all families with children turning three and four years old utilizing current district census information, in addition to placing clinic flyers in all of the district schools, local preschools, local pediatricians' office and doctors' offices.

2. Solanco currently does not run any pre-kindergarten programs. In addition, Solanco does not currently contract with IU13 for any pre-kindergarten programming as a special education placement. Should the need arise IU13 would provide the needed service in this area.

3. The Solanco School District participates in Early Intervention clinics annually with students being serviced through IU13. The clinics are an opportunity for parents to begin communicating with the LEA regarding needs and concerns and to sign an intent to register. The district team present at these meetings include the Supervisor of Special Education, a school psychologist, and a Speech and Language Therapist and the Special Education consultant.

Once the family signs the intent to register the LEA begins the re-evaluation process to prepare for school aged services. The Special Education Consultant becomes the point of contact for the family during this process. Meetings are held by the first week in June with the school team to facilitate a smooth transition to school aged programming.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Solanco employs a targeted materials and resource acquisition and allocation process. The district operates a need-based budgeting process. During curriculum revision, materials are vetted and purchased to support district curriculum. Furthermore, materials acquisition by subject area is defined by the revision cycle.

Materials and programming are identical at all four elementary schools to maintain equity.

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

Not applicable

Elementary Education-Intermediate Level

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

Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Solanco employs a targeted materials and resource acquisition and allocation process. The district operates a need-based budgeting process. During curriculum revision, materials are vetted and purchased to support district curriculum. Furthermore, materials acquisition by subject area is defined by the revision cycle.

Materials and programming are identical at all four elementary schools to maintain equity.

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

Not applicable

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Solanco employs a targeted materials and resource acquisition and allocation process. The district operates a need-based budgeting process. During curriculum revision, materials are vetted and purchased to support district curriculum. Furthermore, materials acquisition by subject area is defined by the revision cycle.

Materials and programming are identical at both middle schools to maintain equity.

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

Not applicable

High School Level

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

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished
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Provide explanation for processes used to ensure Accomplishment.

Solanco employs a targeted materials and resource acquisition and allocation process. The district operates a need-based budgeting process. During curriculum revision, materials are vetted and purchased to support district curriculum. Furthermore, materials acquisition by subject area is defined by the revision cycle.

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

Not applicable

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

This narrative is empty.

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
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in

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

	district classrooms
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Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

No, we have another early warning system that we are currently utilizing.

Professional Education

Characteristics

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

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

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

Solanco's professional development program for teachers, counselors, specialists and administrators is built around five core areas:

1. Inspire: Solanco endeavors to engage educators in professional development designed to enable them to inspire students, connecting with students academically and emotionally.
2. Innovate: Solanco's professional development places a premium on equipping educators and leaders to innovate in their practice, whether it be using technology creatively to unique ways to assess students, professional development focuses on innovation.
3. Support: Solanco's professional development is designed to enable educators and leaders to develop and implement support mechanisms effectively and with fidelity.
4. Confirm: Professional development for educators and leaders focuses on data-analysis skills. Professional development builds educator skills in confirming evidence of student learning, diagnosing weakness, and prescribing instruction consequent of data analysis.
5. Secure: Professional development has also focused on ensuring a safe environment as well as eliminating bullying.

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

NA

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
1/20/2014 Completed utilizing the IU 13 Act 126 training video during faculty inservice
The LEA plans to conduct the required training on approximately:
10/8/2018 All staff with expiring certificates will be retrained. New staff are trained upon their hire date.

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

Questions
The LEA has conducted the training on:
1/18/2016 Training was completed through faculty inservice utilizing Eduplanet online training module
The LEA plans to conduct the training on approximately:
8/31/2020 Staff with expiring certificates will be re-trained. All new staff are trained upon their date of hire.

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.

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

Unchecked answers

None.

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

The Professional Education Plan Needs Assessment evaluates the current educational and staff development needs of the school entity and its professional educators, students and the community. This needs assessment is data-driven and identifies the staff development needed to achieve the academic standards and goals of the Solanco School District Comprehensive Plan.

This needs assessment is housed in a process that includes both student achievement data and professional development data. Needs are determined in the following ways:

Needs of the School District

- Mission, vision, and goals established through the comprehensive planning process
- Curriculum revision cycle

Needs of the Professional Staff

- Annual faculty online needs assessment survey
- Induction program evaluations
- Technology Plan needs assessment
- Evaluations from district in-services
- Job-embedded assignments from in-service programs
- Individual professional development plans
- Recommendations of curriculum writing teams

- Recommendations of Lead teachers (needs assessment meeting)
- Recommendations of principals (needs assessment meeting)
- Data collected from walkthrough protocols

Needs of the Students

- Results of the PSSAs & Keystones
- CDT Data in math & reading
- Localized curriculum-based assessments
- Yearly progress measured using Title I assessments
- DIBELS results
- SAT scores
- Advanced Placement scores
- Results from RTII/MTSS meetings
- OLSAT results

Needs of the Community

- Feedback from Superintendent's Advisory Committee
- Input from community members at PTO meetings
- Feedback from representatives on Comprehensive Plan Committee community
- Feedback from representatives on Professional Education Committee

Data Informing the Needs Assessment

The Solanco Professional Education Plan includes both student achievement data and professional development data in its needs assessment.

COMPONENT 1: Student Achievement Data:

Student achievement data is reviewed in a formalized process to determine professional development needs. Primary data sets involved in this analysis are:

- PSSA Reading 3-8
- PSSA Math 3-8
- Keystone Algebra I
- Keystone Biology

- Keystone Literature
- PVAAS Math
- PVAAS Reading
- DIBELS grades K-5

Professional Development Data

Professional development data is gathered in multiple ways. The chief instrument for determining needs, however, is Solanco's annual needs assessment survey. This survey data is compared to principal walkthrough data to add richness to the analysis.

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

NA

Induction Program

Checked answers

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

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

Goals and Competencies

The goal of the Solanco School District is to provide teachers new to the district with an orientation to the culture, educational practices, philosophies and policies of the Solanco School District and its community in order to ensure a successful transition into the Solanco educational environment. Since the influence of the classroom teacher on student learning is paramount, we want and expect each teacher to develop knowledge of his/her growth needs and become assertive in seeking the resources that will assure continuous growth. As we desire each child to be an independent learner, we expect teachers to serve as models of this learning. In many ways, the initial year of employment may be the most important in determining success in the district. Trained men and women bring certain skills and attitudes to their initial work as teachers but many other factors contribute to their actual classroom performance and their overall experience as professional educators.

If these contributing factors are generally positive, supportive, and constructive, the teacher — assuming he/she already possesses a reasonable degree of pedagogical skills — will most often experience success in the classroom and happiness in his/her work. Such success and happiness are vital to the development of a competent “career teacher.”

If, on the other hand, the factors which influence a teacher’s initial year in the District are negative, demoralizing, and lead to frustration, the teacher has less opportunity and desire to become the competent “career teacher” which our schools and students need. The Solanco School District’s Teacher Induction Program is designed to assure that inductees will receive the assistance and support needed to make their first year here a pleasant and successful one. Through a series of planned developmental activities, and the assistance of the mentor teacher, the district, through its Induction Program, intends to provide the guidance and help needed by our beginning teachers to make their first year in the district a productive and enjoyable experience.

Objectives:

1. To provide information and training regarding policies and procedures of the district and building assignment.
2. To provide training to new teachers in effective research based instructional practices.
3. To provide a support system for new teachers

4. To evaluate the Solanco School District induction plan and look for opportunities to expand and enhance the program.
5. To facilitate an introduction to the community and culture of the Solanco School District

Activities and Topics

The heart of this Induction Program is the presentation of the various “topics” by the experienced professional employee to the inexperienced (at least in this district) professional employee. These topics constitute the planned activities and experiences that are intended to assist the new employee as he/she begins employment in the Solanco School District. The design of this program assumes that newly employed professionals, by virtue of previous training and/or experience, already possess the knowledge, skills, and attitudes to perform their assigned responsibilities in a satisfactory manner. Therefore, it is not the intention of this Induction Program to “create” skilled professionals. Rather, the program is designed to improve the acclimatization and assimilation of these skilled professionals into this particular school system.

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

NA

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

Assessing the Needs of Inductees

August

- L.F.S./Powerschool training
- Attend New Teacher Orientation Day
- Attend New Teacher Social
- Complete journal reflections (first day, first week) and place in portfolio
- Complete building orientation with mentor
- Begin discussing items on Mentor Topic Sheet

September

- Monthly meeting with principal (4th Wednesday)
- Continue discussing items on Mentor Topic Sheet with mentor
- Plan for Back to School Night

October

- Monthly meeting with principal (4th Wednesday)
- Continue discussing items on Mentor Topic Sheet with mentor
- Observation of another teacher and reflection (total of 5 before June)

November

- Monthly meeting with principal (4th Wednesday)
- Continued discussions with mentor
- Observation of another teacher and reflection (total of 5 before June)

December

- Monthly meeting with principal (4th Wednesday)
- Continued discussions with mentor
- Complete journal reflection (end of December) and place in portfolio
- Observation of another teacher and reflection (total of 5 before June)

January

- Monthly meeting with principal (4th Wednesday)
- Continued discussions with mentor
- Observation of another teacher and reflection (total of 5 before June)
- Complete mid-year summative evaluation with principal

February

- Monthly meeting with principal (4th Wednesday)
- Continued discussions with mentor
- Observation of another teacher and reflection (total of 5 before June)

March

- Monthly meeting with principal (4th Wednesday)
- Continued discussions with mentor
- Observation of another teacher and reflection (total of 5 before June)
- Completion of video taped lesson and reflection (total of 1 before June) and schedule time to review with principal

April

- Monthly meeting with principal (4th Wednesday)
- Continued discussions with mentor
- Observation of another teacher and reflection (total of 5 before June)
- Completion of video taped lesson and reflection (total of 1 before June) and schedule time to review with principal

May

- Monthly meeting with principal (4th Wednesday)
- Continued discussions with mentor
- Observation of another teacher and reflection (total of 5 before June)
- Completion of video taped lesson and reflection (total of 1 before June) and schedule time to review with principal
- Complete journal reflection (end of year) and place in portfolio
- Compile all portfolio items and organize, which include:
- Mentor topic list
- Formal observation forms (clinical evaluation forms)
- Mid-year summative evaluation
- Journal entries (4 total)
- Informal observation documentation and reflections (total of 5)
- Samples of lesson plans, activities and student work
- Video taped lesson and video observation reflection form

June

- Complete year end summative and portfolio review with principal

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

According to Villani (2002) there are 4 ways that mentors can begin to assist new teachers: Provide emotional support and encouragement, provide information about the daily workings of the school and the cultural norms of the school community, promote cultural proficiency regarding students and their families, and provide cognitive, or peer coaching. Breaux & Wong (2003) define the responsibility of a mentor as: Maintaining confidentiality, sharing knowledge, skills and information with the new teacher, meeting frequently with the new teacher, observing the new teacher, providing demonstration lessons, familiarizing the new teacher with school policies, procedures and culture, and participating in ongoing mentor-training activities.

According to Breaux & Wong (2003) the success of any mentoring program relies heavily on the quality and the preparedness of its mentors. Several key components should be addressed in the training and the selection of mentors according to the research, which includes: Teaching strategies, classroom management techniques, coaching techniques, stages of teacher development, needs of new teachers, conferencing skills, observation techniques, policies and procedures of the mentoring program, roles and responsibilities of the mentor teacher, reflective teaching, development of professional improvement plans, and communication skills (Breaux & Wong, 2003; Villani, 2002). It is critical to note that mentor teachers should be “master” teachers that are chosen because they espouse a high level of skill in the aforementioned areas.

To this end the Solanco School District will use the following criteria for the selection and training of mentors:

Criteria

- (1) Three years of successful teaching experience within the district and an Instructional II Certificate. Exceptions to this criteria can be made at the discretion of the building principal with the agreement of the Induction Coordinator.
- (2) Demonstrates through classroom implementation the knowledge of instructional methods, classroom management, and planning.
- (3) Possesses skill in organization, interpersonal relationships, and leadership.
- (4) Displays enthusiasm, a positive attitude, and a desire to serve.

Procedure

- (1) All building teachers may submit their own names as mentors. They may submit names of other teachers as mentors.
- (2) Building principals may add names to the list.
- (3) Building principals will verify that each teacher named is willing to serve.
- (4) The list will be sent to Central Office to verify certification and years of service.
- (5) Building principals will match the mentor(s) to the inductee(s) and recommend that assignment to the Superintendent. The following considerations will be made as part of the selection process: Proximity, grade level assignment, and/or subject area.
- (6) If the potential mentor declines, another from the list will be selected.
- (7) An updated list of mentor names will be generated yearly by the building principal.

Orientation/Training

- (1) The mentor will receive orientation for the overall District Induction Plan and for the program content designed for inductees.
- (2) The building principal and the Induction Coordinator will share primary responsibility for mentor training.
- (3) Two days will be established prior to the start of school for the purpose of inductee orientation to the district.

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

NA

Induction Program Timeline

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

Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

Induction topics are addressed progressively throughout the school year in a designated topic list.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Evaluation and Monitoring

During each school year the assistant superintendent will evaluate the Teacher Induction Plan by surveying new teacher satisfaction with in-service programs. In addition, administrators and teachers will analyze the results of the local formative assessments, which are administered to all students in Grades 1 through 11, and the results of the PSSA, and Keystone assessments to determine the effectiveness of the district's curriculum and instruction. Staff will be surveyed on the quality and quantity of the Professional Education Plan. The evaluation will address the impact of individual programs, the different levels of the programs (individual, building, and district), and the program as a whole. These findings will be reported to the Professional Education Committee each school year. The Professional Education Committee will make recommendations to the superintendent for future professional education plans.

Participation and Completion

To be eligible to receive the Instructional II Certificate (i.e. permanent certification) an applicant must complete, among other things, a Pennsylvania Department of Education approved Induction Program. To verify completion of this program in the Solanco School District, it is necessary to accurately maintain a record as recorded in the Inductee Log. It is recommended that the appropriate spaces on the Induction Log be initialed on an ongoing basis rather than at the end of the school year. Logs are to be sent to the superintendent upon completion.

Performance Documentation

The first year inductees will maintain a Guided Reflection Journal to be shared with the mentor and building principal. Additional documentation is explained in the new teacher supervision plan.

Guided Reflection Journal

All first year inductees will complete at least four reflections:

1. At the end of the first day
2. At the end of the first week
3. At the end of December
4. At the end of the school year

Each reflection shall contain the following information:

1. What went well during this time period
2. Proof of success
3. What did not work well
4. How can this be improved
5. What must be changed
6. How will it change

The frequency of additional journal entries will be determined by the inductee, the mentor, and the building principal.

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **601**

Identification Method

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

The Solanco School District utilizes both an RTII/MTSS and discrepancy analysis approach in the identification of Specific Learning Disabilities. Currently, all Solanco School District elementary schools are approved to identify Specific Learning Disabilities in the areas of basic reading skills, reading fluency, and reading comprehension utilizing an RTII/MTSS

identification process. This process utilizes an ever increasing intensity of instructional reading interventions specifically selected to provide strategic instruction based upon the identified areas of need(s). Each instructional intervention is coupled with progress monitoring specific to the intervention. The intervention progress monitoring is then compared to other established research based norms not specific to the intervention program (i.e. DIBELS, Fountas & Pinnell, district assessments) to assist in understanding the degree to which the generalization of skills is occurring. In addition to the consideration of this information, when a formal Chapter 14 Evaluation is conducted, individual assessments of academic achievement and intellectual development are administered, as well as direct classroom observations and qualitative teacher reports. The totality of the information is then examined to determine the degree of performance deficit(s) and growth rate (ROI-Rate of Improvement) compared to expected performance levels. Under this approach, assessments of intellectual development are utilized to understand processing, problem solving, and crystalized strengths and/or deficits related to cognitive abilities. In the RTII/MTSS process for identification of Specific Learning Disabilities, measures of cognitive development are not used for comparative analysis to establish discrepancies between intellectual development and academic achievement. Although the Solanco School District is currently piloting an RTII/MTSS approach for providing instructional interventions in mathematics and written expression, these processes are still at the developmental level and cannot be used to identify Specific Learning Disabilities. At the secondary, level, all Specific Learning Disabilities are identified through the use of a discrepancy model. When utilizing the discrepancy model, the Solanco School District utilizes a two-prong definition to ascertain Specific Learning Disabilities. Students are identified with Specific Learning Disabilities, when they are found to demonstrate a significant discrepancy between cognitive development and academic achievement concurrent with academic achievement performance or performance levels on or below the 10th percentile.

Enrollment

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

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

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

Currently for both the 15/16 and 16/17 school year the district has a significant disproportionality in the area of Emotional Disturbance. This disability category has been impacted by several contributing factors. First the district's poverty rate has been on the incline and with this increase the district has a significant number of generational poverty families. The increase rate of both has added to a sense of hopelessness. This is also complicated by the fact that we are a rural district with limited access to resources needed to address mental health issues. The district has no public transportation which adds an

additional barrier to accessing resources.

In addition, the district has a strong Christian base which has impacted the number of Foster and Kinship placements in the district. Many of these students are coming to us already identified as having Emotional Disturbances and they are often poorly prepared for the journey they have embarked on.

As is the case with many other districts we have an increasing number of grandparents raising grandchildren who have experienced significant trauma in their short lives. Though in many cases they are willing to access services, they need support in accessing what is available to them. In the meantime the children are struggling with all the transitions in their life.

Finally, the district has experienced a higher than expected rate of trauma over the past six years. This trauma has been complicated by student suicide and homicide. The families' and extended families' responses to these traumatic events has resulted in students experiencing significant depression and acting out behaviorally in a school setting to the degree of needing special education supports and services.

In an effort to intervene early the district has added a BCBA to our staff to work with the elementary population to put supports and services in place to help change behaviors before they impede a student's academic progress. We are currently developing a plan to expand the supports and services to better serve our very young students.

We are currently in our second year of Behavioral MTSS at the elementary level. At the start of the current school year we began a developmental plan to put in place MTSS at the secondary level based on Attendance, Behavior, and Course completion. The District is currently working with PaTTAN and our local IU to support this initiative. We are currently starting our third year of implementing RENEW which focuses on a student's ability to thrive in an education setting and finding a path to success for each student.

Starting in January 2018 we are partnering with Penn State in a project to address Trauma Informed Care in the school environment. The staff development will focus on providing training in response to trauma within the school.

Non-Resident Students Oversight

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

We have no facilities within our geographic region for which we would be considered the host district. If one did exist, we would comply fully with the requirements of IDEA 2004 and PA Regulations in Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals residing therein. In complying with the requirements of IDEA 2004 and PA Regulations, the School

District would provide personnel to assess student need for special education services, participate in MDE meetings and IEP meetings, and provide feedback to students, parents, and home district on student progress.

School District contacts the home district's Supervisor of Special Education to notify them that a student with special needs has been placed in a facility within the district. Home School District provides copies of the child's special education paperwork in an expedited fashion in order to ensure FAPE in the LRE. The Director of Special Education requests to be notified of any IEP team meetings regarding the student so that the district can participate in the decision regarding what is considered LRE for this child while in his/her current placement. School District will provide home district change of placement discussion / ISP meeting when student leaves the facility.

A barrier that the district could experience is obtaining copies of the annual special education paperwork from the home district for our School District records. Multiple requests may be made to obtain special education paperwork for our district students. Additionally, close communication is necessary to provide a smooth transition to a new placement.

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 Solanco School District prides itself in maintaining close communications with families, students, and centers responsible for educating our students. Upon learning of an incarcerated student, the district through it's pupil services office would contact the program to begin facilitating conversations around the student's programming. For an identified student, the district would strive to ensure continuity of the IEP within the setting, and would remain participatory in educational planning and delivery. For a child who was thought-to-be eligible or who triggered a child find obligation for the district, we would work with both the facility as well as with the family to communicate our intentions to recommend the child to the multidisciplinary team for an evaluation. The school district would take specific measures to ensure open lines of communication between all involved parties, and ensure that all parties would have the ability to communicate freely with one another to deliver the most appropriate education for the student.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Solanco School District's procedures for ensuring that students with disabilities are educated with non-disabled peers to the maximum extent appropriate are governed and guided by regulations set forth under Chapter 14. IEP teams look at all needs of the student and provide students with the needed direct instruction as well as the appropriate supplementary aids and services. When all available supplementary aids and services have been maximized for a particular learning environment without a positive response from the student then a decision is made to look at the educational setting for that particular child. This process employs multiple stake holders at the table and places value on everyone's voice. When decisions to change the educational placement for a child are being considered the addition of the special education consultant, or program director are required. This step allows for a new set of eyes to become part of the team and also ensures that all possible choices have been fully exhausted, and implemented with fidelity. This addition also ensures a continuity of service for the student to occur should the decision be made by the team to change their educational placement.

Throughout the Solanco School District, inclusive practices are utilized and embraced. Currently all 4 of Solanco's elementary schools recognized as state approved MTSS buildings. Additionally, professional development that has been offered to the faculty at all levels has maintained a heavy focus on learning that is differentiated to meet the individual needs of all students. The Solanco School District has employed the use of Learning Focused Schools for many years and continues to grow in its implementation and understanding of this teaching methodology which emphasizes practices that promote inclusion. Through our work in both the MTSS initiative as well as the extensive work and training that has been done in LFS teaching strategies, Solanco has been able to employ strategies that meet the needs of all students, and especially those with disabilities.

When reviewing indicator 5 (amount of educational support) it appears as if the district has numbers that are slightly larger than the state average in students classified in the "supplemental" level of support category. While these numbers are just slightly elevated above the state average they do represent a departure. When this issue was looked at more closely it was discovered that for those students classified in this level of support, the amount of supports and services being offered was appropriate. The district has participated in RTII/MTSS for the past nine years which reinforces the continuum of supports aligning with the identified needs. Solanco School District continues to utilize the educational benefit review process to ensure that all needs are being met at the lowest

threshold possible for aids and services, while still ensuring a Free and Appropriate Public Education (FAPE) for the student.

When looking at placements outside of the district we continue to review each case utilizing the educational benefit review process to ensure that all needs were being met at the lowest threshold possible for aids & services, while still ensuring a Free and Appropriate Public Education (FAPE) for the student. When the student's needs are complex and require more supports and services than we have available in district we refer to two different IUs to secure these services. IU13 provides supports for all of our high school students needing behavioral placements. CCIU provides supports for students who have cognitive disabilities and students with significant needs in the area of Autism who also have significant behavioral deficits. In addition, students with Intellectual deficits who are in need of a wide array of transition activities to meet their transition goals are often supported at CCIU due to the limited resources available within our district to access authentic work experiences. Solanco School District ensures strong parental involvement in the case of a recommended change of placement.

The district is always looking for ways to reduce the number of students who are placed out of district through additional training or the development of new programs. Most recently we engaged PATTAN in the development of District level VB Mapping program to help meet the needs of our students with Autism. We are currently being supported in three classes working to meet the needs of our elementary students and have added a middle level program this year.

Solanco School District has employed a Behavior Specialist to assist in professional development and supports for teachers, as well as in developing stronger behavior support plans. This process has helped in the development of targeted plans as well as supporting staff when working with students who have significant behavioral needs. Through this support we have been able to maintain our more complex students in the district. Solanco has also partnered with OVR to develop a continuum of transition activities and job placements to ensure that we can meet the transition needs of our students.

Behavior Support Services

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

The IEP of each Solanco student who exhibits behaviors which interfere with their ability to learn or with the learning of others must include provisions for positive behavior support in accordance with the law. Behavior support programs and techniques used with special education students should be varied and individually designed to develop and maintain skills that will enable students to receive a free and appropriate public education. Potential causes of behavior problems such as physical/medical conditions, environmental factors,

and staff/program concerns should be reviewed before developing a behavior support plan. Special education staff will continue to increase their knowledge, skills and awareness of resources in regards to the development and implementation of effective positive behavior support plans. All staff will have the opportunity to participate in crisis prevention intervention and verbal de-escalation techniques.

In all buildings, our school personnel and students have access to work collaboratively with members from outside behavioral health services. Over the course of the last several years we have forged a partnership with local behavioral health organizations, and have offered them a spaces within our sites to utilize for the sole purpose of meeting with students who qualify for this service. This inter-agency collaboration has allowed for students to gain access to supports that may not have been possible to them otherwise. It has also afforded the school district the opportunity to increase offerings it can provide to students that maintain a focus on positive behavioral supports for students.

As part of our commitment at the elementary level to ensure adequate supports are in place for our youngest students we have implemented a behavioral MTSS. Solanco has implemented a universal screener and a tiered system of supports for behavior. In addition to a process to continually review behavior (Behavioral MTSS) the district has contracted with CCIU for a BCBA Behavior Specialist to assist with this process. The district leadership team has provided in-service opportunities for their staff as this process has been developed.

SOLANCO MTSS BEHAVIOR TIERS AT THE ELEMENTARY LEVEL:

Tier 1: 85% of students are using the School-Wide Positive Behavior Support Plan (Including classroom behavior management plans consistent with Tier I expectations, clearly articulated expectations and systematic review of the plan and Classroom Guidance Lessons). The primary focus of Tier I is to prevent the development of new incidents/occurrences of problem behaviors by insuring all students have access to a high quality learning environment. The School-Wide Behavior Plan and individual classroom plans are essential elements for creating a quality learning environment.

- Start with a universal screening tool to identify baseline
- Select evidence base practices including School Wide Behavior Plan/Program which is inclusive of short daily lessons with a focus on expected behaviors.
- Use data to determine need – Behavioral Interventions should be based on the intensity of the presenting problem
- MTSS should be used as a means for changing, modifying, or intensifying behaviors
- Evidence based practices should be used as the basis for changing, modifying, or intensifying behavioral interventions and/or increasing the involvement of the Behavior Specialist
- Regular faculty meetings to look at and discuss decisions about School Wide Behavior Plan through collaboration with the BCBA.

Tier 2: 10% (Identified via screening tool) The primary focus of Tier II is to build on prevention of new incidents/occurrences of problem behaviors by insuring all students have access to a high quality learning environment. The School-Wide Behavior Plan and individual classroom plans are essential elements for creating a quality learning environment. The additional component here would be a focus on reducing the intensity and/or frequency of existing behaviors of students who have not responded to the primary interventions and practices. Small group instruction should be added as a focus and individual data reviews should take place to determine progress. At this level we are developing goals and putting in place appropriate interventions as well as assigning case management of data collection for these students.

- 2A: Targeted Social Skills Group (30 Min. 1x per week Guidance and BS), Needs Inventory (Function of Behavior), Observations, Data Collection of Behaviors (point sheets), Continue in Classroom Behavior Plan, and Peer Observations with Protocols.
- Response rate increased to support the needs of at risk students
- Collect data on a regular basis to determine the effectiveness of response
- Use of Positive Reinforcement

- 2B: (30 minutes 2x per week Guidance and BS) Targeted Social Skills Group, Data Collection of Behaviors (point sheets), Continue in Classroom Behavior Plan, and Peer Observations with Protocols, FBA, & Individual PBSP
- Response rate increased to support the needs of at risk students
- Collect data on a regular basis to determine the effectiveness of response
- Teaching school behavior expectations at a more intense level with the help of the Behavior Technician. Potentially working 1 hour a day/5 days a week
- Use of Positive Reinforcement

Tier 3: 5% Targeted Social Skills - The primary focus of Tier III is to build on prevention of new incidents/occurrences of problem behaviors and on reducing the intensity and/or frequency of existing behaviors of students who have not responded to the primary interventions and practices. Small group instruction should be added as a focus and individual data reviews should take place to determine progress. In this tier we would anticipate pulling in additional behavioral supports including significant involvement of the BCBA who would complete an FBA/PBSP and track the data related to the plan. Case management would be assigned to a specific member of the MTSS team and weekly monitoring of data would happen through data team meetings. Larger four week data meetings would take place to review the plan and discuss the progress to determine the need for additional supports and/or services.

- Response rate increased to support the needs of at risk students
- Collect data on a regular basis to determine the effectiveness of response through the support of the Behavior Technician
- Teaching school behavior expectations at a more intense level with the help of the Behavior Technician. Potentially working 2 hours a day/5 days a week
- Have a designated crisis team who has practiced the plan and developed an understanding of the plan with the student when not escalated. Behavior Technician would be critical to the team development a consistent response to a behavioral crisis situation.
- Use of Positive Reinforcement and the development of effective reward menu for individual students.

Solanco School District is currently in the developmental stages of Behavioral MTSS at the secondary level with a focus on the ABC's (Attendance, Behavior and Course completion). The Secondary Leadership team is working closely with the TAC Team at IU13 and attending instructional sessions provided through PATTAN as they develop a three tier system of supports. Currently the High School has a trained Renew Team working intensely to increase educational outcomes. The team expanded in 2016/17, training additional staff to increase the number of students they could support. The teams will continue to attend conferences related to secondary MTSS and work with the local TAC team to increase the understanding of a secondary model, further develop and strengthen Tier one universal supports for all students and expand the menu of effective interventions to support students and increase the graduation rate.

Behavioral Training:

Solanco School District employed a BCBA certified behavior specialist for the start of the 2015/16 school year to support our four elementary schools. This position was expanded for the 2016/17 school year to include our middle school emotional support program. The function of this role is to provide direct assistance to educational staff, administrators and parents in the area of behavioral change and to address challenging behaviors of students in the Solanco School District. The Behavior Specialist will provide individual and team support in the area of functional behavior analysis and in the development of positive behavior support plans, working through the MTSS model to identify students early and then to provide targeted interventions to support the students in a regular education setting. The Behavior Specialist will collaborate with administrators and classroom teachers regarding best practices and will provide expertise regarding behavior modification. The Behavior Specialist provides supports and literature which are based on best practices, researched based behavioral interventions, and PDE supported procedures and practices.

Proposed Supervisory Model: The current model has been adequate in providing support at the administrative level, helping to develop supports needed to build up and stabilize the

Emotional Support programming, and manage 1 or 2 significant cases per building at one time. The program has demonstrated that it's possible to work intensely with students and develop plans which could be maintained at the building level.

However, what has become very apparent is each building often has 3 to 4 intense cases at any given time. These intense cases require a greater amount of hands on time than does a collaborative case which is currently stable. Our current setup has the behavior specialist in each elementary building one day a week with the exception of two days a week at Providence. If we were able to add staff capable of taking supervision from the Behavior specialist and who could be the hands on the case while the behavior specialists was in another building behavioral supports could affect quicker changes in problem behaviors.

A planned expansion would be the development of a behavioral department:

Develop internal skill sets from current para educators and provide additional training to expand supports into the area of a Registered Behavior Technician.

The Registered Behavior Technicians (RBT®) is a paraprofessional who practices under the close, ongoing supervision of a BCBA, BCaBA, or FL-CBA. The RBT is primarily responsible for the direct implementation of services as outlined by the BCBA and MTSS Team. The RBT does not design intervention or assessment plans. It is the responsibility of the RBT supervisor to determine which tasks an RBT may perform as a function of his or her training, experience, and competence. The certified BACB supervising the RBT is responsible for the work performed by the RBT on the cases they are overseeing.

Solanco will be developing a team of individuals who would provide a stable source of internal candidates' who would not be looking to move on as soon as they acquired enough hours to attain their BCBA credentials. This type of internal team would potentially allow for a reduction in the number of para educators because we could expand our team with up to two per building helping the staff (teachers, administrators, special education teachers and building para's) better understand implementation of behavior plans, responses to behaviors and crisis plan implementation while working directly under the supervision of the BCBA.

Our current model allows for minimal contact and communication with the BCBA as they are services four schools and responding to crisis. The current model has the BCBA being pulled from other buildings to respond to the needs of our largest elementary school which leads to unmet needs in the building staff is being pulled from.

Types of Regular Meetings held by team:

1. DATA REVIEW Meetings (Non-Parent): Weekly for an hour at the building level to review data with the BCBA and building team (Principal, guidance counselor, special education supervisor, special education consultant, and school psychologist if available) for Tier 2b and Tier 3.
2. Case study meetings for the BCBA and Behavior Technicians to review specific cases and look at data to review effective strategies used to manage and stabilize behaviors. These case study reviews would be led by the BCBA during initial months of the program

and would then develop into each individual presenting their own case studies as skills sets are developed. For Tier 2b and Tier 3 students only.

Additional Trainings

for all levels include trainings from PaTTAN and IU13 which include the following programs:

Non-violent crisis intervention training

which is a course designed to teach staff and building teams to intervene in a safe, non-harmful manner when students become disruptive or violent. Participants in this program learn preventative measures to avoid escalating behaviors. We have trained a significant number of general education teachers over the past four years so they can better manage classroom behaviors and develop an understanding of how important antecedent strategies are in managing classroom behaviors.

RENEW

is a youth-directed planning and support process designed to meet the needs of young people with emotional and behavioral challenges transitioning from school to adult life. RENEW is an intensive, evidence-based intervention to support youth manifesting emotional and behavior challenges at the secondary level. Training sessions will provide the framework of RENEW, the four phases of the process, and personal stories from implementing sites of RENEW's impact on the lives of their students.

This program has been supported by both PATTAN and IU13 as a drop-out prevention program. The high school has developed a team of 9 teachers, 2 guidance counselors, school psychologist and school social worker as well as two administrators who have completed the training since Sept of 2015. The team is involved in collecting data and submitting it to PATTAN so they can continue to track successes.

PATTAN and IU13 have provided additional training on Secondary Behavior Management and an MTSS model at the secondary level focused on Attendance, Behavior, and Course completion. The teams are focused on strengthening Tier I and developing a common understanding of the school wide behavior plans.

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.

While the district has not experienced any difficulty with traditionally hard to place students, should this need arise the following steps would be taken. First, the MDT team

would come together to review the specific programmatic needs of the child based on the identified needs of the student. Programmatic features would be discussed to lay out a plan of what an ideal program would look like in order to adequately meet the identified needs of the student. Next, current program options would be evaluated to see which would meet the bulk of the criteria that has been identified as being necessary in order to ensure FAPE for the child. For those pieces that may be missing, additional resources would be garnered from supporting agencies, or the district in order to ensure an adequate program. The Solanco School District works very closely with our intermediate unit (IU), Bureau of Special Education (BSE), as well as our behavioral health related services (BHRS) system. Through these channels it would be assumed that an appropriate programmatic fit would be able to be realized.

The Solanco School District currently utilizes placements outside of our own district and has been creative in ensuring programmatic fit to a student's need. The District has limited resources for job placement due to the rural nature of the district. We have utilized programs through both CCIU and IU13 to meet the diverse transition needs of our most complex students. In addition, due to our location and options available we have accessed CCIU for placement of students with mental health needs. To date we have not experienced any gaps in programming due to this planning and utilization of providers outside of our district. As always we are looking to improve the programming offered to our students within our own schools, and to this end the district will continue to undertake ventures in which we can bring services back into our own buildings.

In addition, Solanco School District has identified an increase in the number of students identified as Emotionally Disturbed. For those students who meet the criteria for this exceptionality due to significant mental health services, CCIU had a school based Partial Hospitalization Program. This program is used judiciously, however with the current increase in needs there has also been difficulty accessing resources which at times does represent FAPE for the student.

Solanco School District employed a BCBA certified behavior specialist for the start of the 2015/16 school year to support our four elementary schools. This position was expanded for the 2016/17 school year to include our middle school emotional support program. The function of this role is to provide direct assistance to educational staff, administrators and parents in the area of behavioral change and addressing challenging behaviors of students in the Solanco School District. The Behavior Specialist will provide individual and team support in the area of functional behavior analysis and in the development of positive behavior support plans, working through the MTSS model to identify students early and then provide targeted interventions to support the students in a regular education setting. The Behavior Specialist will collaborate with administrators and classroom teachers regarding best practices and provide expertise regarding behavior modification. The Behavior Specialist provides supports and literature which are based on best practices, researched based behavioral interventions, and PDE supported procedures and practices. Through all of these supports and services there has been a reduction in placement of students with an Emotional Disturbance.

Strengths and Highlights

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

The Solanco School District offers a continuum of special education services and programs to approximately 596 students in grades K - 12. Currently, the District operates learning support, emotional support, autistic support and life skills support programs that service students with varying disability needs. In addition, we also house multiple IU classrooms throughout our District that support students in Early Intervention and Multiple Disabilities Support.

At Solanco, special education teachers and para-educators are highly qualified, and the district provides in-house training, as well as opportunities for training outside of the district. Topics offered in-house are timely and focus on current initiatives of the district based on a programmatic needs reviews. Our educational staff maintains close communication with the parents of our students and we pride ourselves on this. Multiple parental surveys have indicated that communication between school and home is a strength and something that is valued by our community, and especially by parents of our students with disabilities. This close communication has allowed parents to feel well informed and a critical part of their child's education.

Another strength of our district is the implementation of our Multi Tiered System of Supports (MTSS) initiative. Currently the Solanco School District has four elementary schools identified as recognized MTSS sites. Our approved elementary schools have been visited several times by other districts interested in pursuing their own implementation of MTSS, and our principals have been asked to speak and present at state level conferences on how they are making MTSS work in their buildings. Clearly, receiving this designation as an MTSS school is an honor, but it also gives the district flexibility in diagnosing students within these approved schools with specific learning disabilities in the area of reading, rather than relying solely on the discrepancy model to do so. Furthermore, the employment of the research based, data driven strategies utilized to make instructional decisions builds not only the data literacy of the staff based on sound principles and real-time data, but also allows for educational experiences for students to be designed in a way to meet each of their own unique needs.

The district implemented a Verbal Behavioral Mapping class last year working in conjunction with PaTTAN to provide the structure and training needed for this program to be a success. We had an increasing number of students coming to us with dual diagnosis of ID/Autism who were non-verbal or who had limited verbal skills. Through the support and structure offered by PaTTAN training we now have a class of students who are all demonstrating verbal skills at varying levels. We split our grouping this year into two classes as we enrolled 4 students from Early Intervention who had already been in a VB classroom. The progress the students are making is remarkable. The district is committed to providing the training needed to support the program and is working with PaTTAN to provide a differentiated training schedule for para educators with two other surrounding

districts. Our next step is to provide a parent training with PaTTAN so they are aware of the program and how it can be supported at home.

Solanco has implemented a number of programs at the high school to ensure quality programming for all students which includes supports and services for academic programming, transition planning and dropout prevention. The Special Education Department has implemented an executive functioning curriculum to address the increased needs and numbers of students with OHI. This curriculum focuses on all of the skills needed to support study skills and work completion and is spiral in nature with continual targeting of essential skills.

Our community is very rural in nature and we have always had a significant number of students with Intellectual Disabilities. Providing quality transition opportunities has been a struggle for our district. During the 2015/16 school year we partnered with IU13 and OVR to participate in a Pre-ETS program which provided training in self-care skills, self-advocacy skills and pre-employment skills. This program worked closely with our job trainer to secure additional pre-employment opportunities for 21 students during the school year. During the 2017/18 school year we are participating again with the program as well as partnering directly with OVR to provide paid work experiences for our students to ensure they will be able to transition to the world of work with quality skills and strong community connections. This is a program we hope will reduce our student dropout rate as rural poverty is a strong draw to the world of work in our community causing students and families to choose between school and work. In addition, OVR provided a training program for all of the special education students in Dec. of 2016 and will be providing a training session for parents in Feb. 2017 and again annually in the fall of each year. They are also partnering with the district to meet with local businesses and discuss potential opportunities and supports we could offer.

Most recently we built an apartment in our high school and added a thrift shop which supports our large number of homeless families. The students have participated in a number of activities in an authentic setting which will support independent living activities. They have provided tours for parents, community members as well as most of the high school staff encouraging appropriate communication skills. They have provided families with much needed clothing and daily living supplies through the Thrift Shop while improving their employability skills in a retail environment. A second business is run by the students as they operate a weekly coffee cart business. To participate the students must have completed the ServSafe programming needed to participate in a food oriented business. Having access at the high school for food service jobs has provided opportunities our students needed but could not participate in the community. The opportunities are expanding during the 2017/18 school year as our special education students will be operating a daily beverage station located in the new media center at the high school. Students will purchase items on a cash only basis allowing the identified staff to develop essential skills needed to move into a retail operation in the community.

During the current school year we have added monthly time to the middle school life skills program to utilize the apartment as well as our middle level emotional support program. For the 2017/18 school year the middle school class will participate in the ServSafe training

and also begin operating a weekly coffee cart.

Finally, we brought RENEW into the district which is a Tier III intervention focused on student goals and developing a path to achieving these goals through strong relationships and community supports. We currently have three functioning teams who have all been trained through PATTAN and are supported by our local TAC team. These training sessions will provide the framework of RENEW, the four phases of the process, and personal stories from implementing sites of RENEWs impact on the lives of their students.

This program has been supported by both PaTTAN and IU13 as a drop-out prevention program. The high school has developed a team of 9 teachers, 2 guidance counselors, school psychologist and school social worker as well as two administrators who have completed the training since Sept of 2015. The team is involved in collecting data and submitting it to PATTAN so they can continue to track successes. The parents are included in the process as directed by the students. Parents must sign off on all permission slips but at times the conflict between parents and students is so significant that emotional healing must take place on the part of the student before the parent has significant involvement. The end goal is to restore family relations and provide the student with a path to graduation which includes pride in their individual accomplishments. One of the largest barriers is the involvement of community resources to connect with the students and help them achieve their life goals.

Solanco High School is in the developmental stages of implementing a Behavioral MTSS model. The system will look at the ABC data on a quarterly basis starting first with 9th grade. The building has partnered with IU13 TAC team to support the team in developing a conceptual understanding of a schoolwide behavior plan and strategies used to support student engagement. The focus has been on a cultural shift at the high school level and having a stronger connection to students. Moving forward the high school plan is to strengthen Tier I supports, expand from a one grade level model to both freshman and sophomores for the 2018-19 school year, adding a grade level in the following year.

The Solanco School District has developed a Data tool which measures all early learning benchmarks as well as progress in all of the research based programs. The tool includes individual graphs and charts for all measures and levels of programs as well as fidelity points to enable us to better identify ROI (rate of improvement) This tool was created to give Solanco School District a more universal understanding of what is meant by "adequate progress." This tool has been a valuable asset to staff in determining adequate progress for students in special education are making as well as Tier 2 and 3 students in the elementary MTSS.. Expansion of the data tool is planned as the District is currently participating in two MTSS pilot programs, one in writing and one in math. In addition, the tool is a way to give parents a visual model of the growth students are making towards their special education goals.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Community School SouthEast	Special Education Centers	ES	8
Chester County Career and Development Center	Special Education Centers	Partial Hospitalization Program, Emotional Support, Autistic Support, Life Skills Support, Vocational training	39
Western Area School for the Deaf	Approved Private Schools	Deaf and Hard of Hearing Support	1
IU13 Valley Road	Special Education Centers	Emotional support - Elementary and Middle Level	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	13	0.9
Justification: Students outside of the age range variance are not instructed together				
Locations:				
Bart Colerain	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	17	1

Justification: Students outside the age range allowance are not instructed together				
Locations:				
Clermont Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	14	1
Locations:				
Clermont Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	1
Locations:				
Clermont Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018

Reason for the proposed change: The current school building has four low incidence classes and the new building does not. It will allow more leadership support, supervision, and enhances opportunity for inclusion.

Present Class Location: 109 Providence Elementary

Proposed Class Location: 402 Quarryville Elementary

Length of time class has been in present location: Over three years

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	8	1
Justification: Due to the low incidence of this population all students falling within this support need are serviced together.				
Locations:				

Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Advisor: Todd Kehler Action: Approved

Division Chief: Gina Colarossi Action: Request Revision

Comments: Address waiver and 'all' due to disability.

Program Position #6

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	14	1
Locations:				
Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	7 to 11	8	1
Justification: Due to the unique needs of this population, and in an attempt to keep all students in district, they are serviced together.				
Locations:				
Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	38	0.6
Justification: Students exceeding age range are not seen together.				
Locations:				
Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	12	1
Justification: Students falling outside of the allowable age range variance are not seen together for instruction or have age range waivers signed.				
Locations:				
Quarryville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	32	0.6
Justification: Students falling outside of the allowable age range are not seen together or have signed waivers				
Locations:				
Quarryville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	10	1
Justification: Students outside of the allowable age range variance are not seen together or have waivers signed				
Locations:				
Quarryville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	6	1
Locations:				
Smith Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	26	0.5
Justification: Students outside of the allowable age variance are not seen together or have waivers				
Locations:				
Bart-Colerain Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	52	0.8
Justification: Students outside the allowable age variance are not seen together or have a waiver				
Locations:				
Clermont Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	6 to 13	5	1
Justification: Students exceeding the allowable age limit have an age waiver				
Locations:				
Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* Intermediate Unit

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	10	0.2
Locations:				
Swift Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	14	0.3
Justification: Students falling outside of the allowable age range are not seen together or have signed waivers				
Locations:				
Smith Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	16	1
Locations:				
Smith Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	11 to 14	17	1

but More Than 20%)	Support			
Locations:				
Smith Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	15	1
Locations:				
Swift Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	13	1
Locations:				
Swift Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	16	1
Locations:				
Swift Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 15	7	1
Justification: Students falling outside of the allowable age range have signed waivers				
Locations:				
Swift Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	14	1
Justification: Students exceeding the allowable age span are not instructed together or have a signed age waiver				
Locations:				
Solanco High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	13	1
Justification: Students exceeding the allowable age span are not seen together or have a signed waiver				
Locations:				
Solanco High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	12	1

Justification: Student exceeding the allowable age span are not seen together, or have a signed age waiver.				
Locations:				
Solanco High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 19	12	1
Justification: Students exceeding the allowable age span have signed age waivers				
Locations:				
Solanco High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	12	1
Locations:				
Solanco High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

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

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	11	1
Locations:				
Solanco High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	15	1
Locations:				
Solanco High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

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

Program Position #33

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 21	4	1
Justification: Students exceeding the age span limits have signed waivers				
Locations:				
Solanco High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District Wide	4
Speech Language Pathologist	District Wide	1.5
Social Worker	District Wide	1
Para-Professionals	District	95
Special Education Consultant	District Wide	1
Director of Pupil Services	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	39 Hours
Physical Therapist	Outside Contractor	20 Hours
Job Training	Intermediate Unit	5 Days
CTC Learning Facilitator/Learning Support	Intermediate Unit	5 Days
Board Certified Behavior Specialist	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

After reviewing the independent school analyses, there are several observations that can be made with regard to common concerns and accomplishments across the system as highlighted below.

Systemic concerns

- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Systemic Accomplishments

- Data from various sources which is showing "pocketed" growth of students
- Parental perception data across various buildings shows an increasing trend of satisfaction across several factors. Most notably:
 - Child's sense of belonging to the school community
 - Belief that their child feels believed in and cared for by adults in the building
 - Parents feel informed regarding their child's academic progress
 - Believe their child is encouraged to think independently
- Attendance rates across buildings remains high

District Accomplishments

Accomplishment #1:

The district has successfully implemented an MTSS program that has been state recognized as a high impact program at all four of its elementary buildings. This program is currently being expanded to both the middle and high school levels.

Accomplishment #2:

The district has successfully partnered with local community partners through our participation in the Solanco Family Life Network in order to ensure that our students and their families are connected with the vital assistance they need.

Accomplishment #3:

As a district and community we have taken a proactive stand on eliminating and addressing bullying in all forms within our schools through a united initiative entitled Solanco Stands Together.

Accomplishment #4:

Through the employment of two school resource officers, building projects to address structural security concerns, continued partnerships and cooperation with local law enforcement agencies, continued refinement of safety protocols, and the deployment of cameras we have looked to further solidify the safety features to keep our students and staff safe.

Accomplishment #5:

As a district we have partnered with Penn State University in order to offer cutting edge professional development and training in the area of trauma informed practices in an effort to meet the needs of students within our schools who are dealing with, or have experienced trauma.

Accomplishment #6:

We have expanded the educational opportunities of our student by offering or piloting programs in areas such as: CADD, 3-D design and creation, expanded AP offerings, expanded computer science offerings, assigning a college/career counselor, and partnering with Harrisburg Area Community College (HACC) to offer a STEP course focused on career readiness skills.

Accomplishment #7:

Implemented the use of a learning management system, Schoology, in an effort to offer professional development and instruction to our staff and students that is available anytime, anywhere, and any place.

Accomplishment #8:

Re-designed the media centers at the high school and middle schools in order to align these spaces with student preferred activities, promote student usage, and support online learning initiatives.

Accomplishment #9:

Employed several enhancements to offer increased security for our students and staff including SRO, building renovations/upgrades, and anti-bullying campaign.

Accomplishment #10:

Initiated a large-scale online class offering (9th grade wellness) in order to expose our students to an on-line learning platform.

District Concerns

Concern #1:

Proficiency on the Keystone Exams (Biology, Algebra, and Literature) are required for graduation. More students need to demonstrate proficiency on these exams consequent of the first administration.

Concern #2:

Growth as defined by PVAAS needs to be more significant at the middle and high school levels in all tested subject areas.

Concern #3:

To meet increasing challenges for graduation, specifically, and all of the general School Performance Profile components, the district needs to enhance its community support mechanisms.

Concern #4:

The district needs to build teacher pedagogical skills through professional development to meet the needs of students who are at-risk academically, behaviorally, or both.

Concern #5:

Ensure all subjects, not just core content areas, clearly delineate what students are supposed to know, understand, and be able to do.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Growth as defined by PVAAS needs to be more significant at the middle and high school levels in all tested subject areas.

The district needs to build teacher pedagogical skills through professional development to meet the needs of students who are at-risk academically, behaviorally, or both.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Ensure all subjects, not just core content areas, clearly delineate what students are supposed to know, understand, and be able to do.

Systemic Challenge #3 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Proficiency on the Keystone Exams (Biology, Algebra, and Literature) are required for graduation. More students need to demonstrate proficiency on these exams consequent of the first administration.

Growth as defined by PVAAS needs to be more significant at the middle and high school levels in all tested subject areas.

The district needs to build teacher pedagogical skills through professional development to meet the needs of students who are at-risk academically, behaviorally, or both.

Systemic Challenge #4 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Proficiency on the Keystone Exams (Biology, Algebra, and Literature) are required for graduation. More students need to demonstrate proficiency on these exams consequent of the first administration.

Growth as defined by PVAAS needs to be more significant at the middle and high school levels in all tested subject areas.

To meet increasing challenges for graduation, specifically, and all of the general School Performance Profile components, the district needs to enhance its community support mechanisms.

The district needs to build teacher pedagogical skills through professional development to meet the needs of students who are at-risk academically, behaviorally, or both.

Systemic Challenge #5 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Proficiency on the Keystone Exams (Biology, Algebra, and Literature) are required for graduation. More students need to demonstrate proficiency on these exams consequent of the first administration.

Growth as defined by PVAAS needs to be more significant at the middle and high school levels in all tested subject areas.

The district needs to build teacher pedagogical skills through professional development to meet the needs of students who are at-risk academically, behaviorally, or both.

Ensure all subjects, not just core content areas, clearly delineate what students are supposed to know, understand, and be able to do.

Systemic Challenge #6 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Proficiency on the Keystone Exams (Biology, Algebra, and Literature) are required for graduation. More students need to demonstrate proficiency on these exams consequent of the first administration.

To meet increasing challenges for graduation, specifically, and all of the general School Performance Profile components, the district needs to enhance its community support mechanisms.

District Level Plan

Action Plans

Goal #1: 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 each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Exams in Algebra I, Literature, and Biology/PSSA ELA, Mathematics, and science

Specific Targets: All students will demonstrate proficiency in all relevant Keystone and/or PSSA exams

Strategies:

Classroom Size Reduction

Description: Very large class-size reductions, on the order of magnitude of 7‐10 fewer students per class, can have significant long-term effects on student achievement and other meaningful outcomes. These effects seem to be largest when introduced in the earliest grades and for students from less advantaged family backgrounds. Reduced class size is statistically, positively correlated with higher academic performance at the secondary level but with less significance at the elementary level. (Sources: [Class Size Reduction](#))

SAS Alignment: Materials & Resources, Instruction

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate". (Sources: [Effective Strategies](#) , [15 Effective Strategies for Dropout Prevention](#) , [Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database](#) , [Dropout Prevention](#) , [Career Academies](#))

SAS Alignment: Safe and Supportive Schools

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based

upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Substantial Professional Development

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

SAS Alignment: Instruction

Differentiating Instruction

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

SAS Alignment: Instruction

Implementation Steps:

Gain PDE approval for MTSS at the middle level and high school

Description:

Solanco has obtained PDE approval for MTSS at all four of its elementary buildings, however, this has not been accomplished at the middle level or high school to date.

Start Date: 9/1/2019 **End Date:** 9/1/2022

Program Area(s): Professional Education, Special Education

Supported Strategies:

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

Expand online learning

Description:

Expand the offering of online learning opportunities to both middle school and high school students through the expansion of courses offered through the Solanco Virtual Academy (SVA)

Start Date: 11/1/2018 **End Date:** 8/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Online Learning Opportunities
- Differentiating Instruction

Professional Resources

Description:

Teachers and other instructional staff members will be provided with resources to support best practices for instruction. This will be done in multiple ways: PD during faculty meetings provided by the principal, reading specialists or other teachers with expertise; teacher and staff participation in Schoology groups and courses related to their

instructional roles; use of RazKids, KidBiz training/PD resources for optimum implementation.

Kidbiz and RazPlus trainings will occur in August 2018. Principal will recommend PD for specific teachers, based on observation and data. Title I funds have been set aside in building 18-19 Title 1 budget for this purpose.

Start Date: 8/22/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Substantial Professional Development
- Differentiating Instruction

Goal #2: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Perception surveys from staff, students, and parents

Specific Targets: Target percentages will be established after perceptual data instrument is developed

Strategies:

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout

rates. The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate". (Sources: [Effective Strategies](#) , [15 Effective Strategies for Dropout Prevention](#) , [Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database](#) , [Dropout Prevention](#) , [Career Academies](#))

SAS Alignment: Safe and Supportive Schools

Anti-Drugs/Anti-Violence Program - Too Good for Violence

Description: Too Good for Violence promotes character values, social-emotional skills, and healthy beliefs of elementary and middle school students. (Sources: [Too Good for Violence](#))

SAS Alignment: Safe and Supportive Schools

Character and Social Skill Building Programs - Social Skills Training

Description: Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: [Social Skills Training](#))

SAS Alignment: Safe and Supportive Schools, Standards, Instruction, Curriculum Framework

Family Literacy Activities

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

SAS Alignment: Instruction, Materials & Resources

Peer Tutoring and Response Groups

Description: Peer Tutoring and Response Groups aims to improve the language and achievement of English language learners by pairing or grouping students to work on a task. The students may be grouped by age or ability (English-only, bilingual, or limited English proficient) or the groups may be mixed. (Sources: [\(IES\) Peer Tutoring and Response Groups](#) , [Peer Tutoring and Response Groups](#))

SAS Alignment: Instruction

Student-to-Counselor Ratio Reduction

Description: Sources cite research that supports the positive relationship of counseling to student achievement and other student factors. (Sources: [Are school counselors an effective education input?](#) , [Contributions to Economic Analysis & Policy](#) , [Research on School Counseling Effectiveness](#) , [United States Student-to-Counselor Ratios for Elementary and Secondary Schools](#))

SAS Alignment: Safe and Supportive Schools, Materials & Resources

Positive Behavioral Interventions and Supports

Description: ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the

social, emotional and academic outcomes for students with disabilities.
 Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Anti-bullying programs

Description:

Enhance and expand anti-bullying programs in all schools. Measurable and demonstrable artifacts will be utilized to measure this step. Artifacts could include: the creation and delivery of an annual student and parent survey, list of ways bullying can be communicated, record of training for staff, parents, and/or students on what is and is not bullying, a clearly defined set of procedures/protocols of how school based bullying is handled, etc.

Start Date: 8/1/2018 **End Date:** 8/24/2020

Program Area(s): Student Services

Supported Strategies:

- Anti-Drugs/Anti-Violence Program - Too Good for Violence
- Character and Social Skill Building Programs - Social Skills Training
- Dropout Prevention Expansion
- Positive Behavioral Interventions and Supports

Develop and implement a school climate assessment

Description:

Develop and implement a uniform school climate assessment of students, parents and staff in all Solanco School District buildings. Develop implementation schedule.

Start Date: 8/27/2018 **End Date:** 8/30/2021

Program Area(s): Student Services

Supported Strategies:

- Anti-Drugs/Anti-Violence Program - Too Good for Violence
- Character and Social Skill Building Programs - Social Skills Training
- Dropout Prevention Expansion
- Positive Behavioral Interventions and Supports

Develop articulated approaches to assist in enhancing faculty and staff morale

Description:

District administrators after being introduced to various professional learning situations will work to develop an actionable plan for building motivation and staff morale in their respective area. Measurement of this step will be done through the actionable plans and updates submitted.

Start Date: 8/27/2018 **End Date:** 8/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Dropout Prevention Expansion
- Positive Behavioral Interventions and Supports

Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

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.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Solanco Walkthrough Data Project

Specific Targets: 80% of teachers will demonstrate, as measured through walkthroughs conducted by building principals, adjusted instructional practices (differentiated) based upon student assessment.

Strategies:

Differentiating Instruction

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

SAS Alignment: Instruction

Instructional Coaching: The Principles of Partnership

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

SAS Alignment: Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any

learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Literature Logs

Description: Literature Logs require English language learners to write in a log in response to writing prompts or questions related to sections of stories. These responses are then shared via Instructional Conversations within small groups or with a partner or teacher. WWC reports that Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Shared Book Reading

Description: Shared Book Reading is a general practice aimed at enhancing young children's language and literacy skills and their appreciation of books. Typically, Shared Book Reading involves an adult reading a book to one child or a small group of children without requiring extensive interactions from them. (Sources: [\(IES\) Shared Book Reading](#) , [Shared Book Reading](#))

SAS Alignment: Instruction

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools

might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CReating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Learning-Focused Schools Strategies

Description:

Further embed research-based practices of acquisition lessons, extended thinking skills, activating strategies, distributed summarization, graphic organizers, and end-of-lesson summarization.

SAS Alignment: Instruction

Implementation Steps:

Conduct professional development on exemplary teaching strategies

Description:

Provide professional development on exemplary teaching strategies such as differentiated learning, LFS, and collaborative methods. Verified implementation through walkthrough data tool.

Start Date: 8/11/2018 **End Date:** 8/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Instructional Conversations
- Differentiating Instruction
- Learning-Focused Schools Strategies

Goal #4: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Student Learning Objectives (SLOs)

Specific Targets: 100% of teachers will achieve articulate SLO percentage goals in the "Distinguished" category

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher

education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Substantial Professional Development

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

SAS Alignment: Instruction

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Monitor curriculum implementation

Description:

Standards-based curriculum implementation will be monitored by multiple methods--walkthroughs, assessment reporting and results analysis, and student-learning objectives

Start Date: 8/28/2018 **End Date:** 8/30/2021

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Curriculum revision

Description:

Revise curriculum in the Learning-Focused Schools Model in all subject areas. A fully articulated curriculum, including pacing guides, learning maps, and assessments, is designed and implemented in all subject areas. All areas modified will include clearly articulated Knows, Do's, and Understand's

Start Date: 8/1/2018 **End Date:** 8/30/2021

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Goal #5: 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 professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Walkthrough Data, formal observation record

Specific Targets: 80% of teachers will utilize formative and summative assessment data in order to make meaningful instructional adjustments that are specific to the learning needs of their students as measured through building principal walkthroughs and responses to planning questions in formal observations

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Implementation Steps:

Conduct professional development on exemplary teaching strategies

Description:

Provide professional development on exemplary teaching strategies such as differentiated learning, LFS, and collaborative methods. Verified implementation through walkthrough data tool.

Start Date: 8/11/2018 **End Date:** 8/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

Goal #6: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Exams and PSSAs.

Specific Targets: Improved proficiency on the Keystone Exams or PSSAs.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Competency-based professional development

Description:

Develop more independent, competency-based professional development that can be completed by staff in an on-demand platform

Start Date: 7/1/2018 **End Date:** 7/1/2021

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

Supported Strategies:

- Substantial Professional Development

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:		Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.			Strategy #1: Substantial Professional Development			Strategy #2: Differentiating Instruction	
Start	End	Title			Description				
8/22/2018	6/7/2019	Professional Resources			Teachers and other instructional staff members will be provided with resources to support best practices for instruction. This will be done in multiple ways: PD during faculty meetins provided by the principal, reading specialists or other teachers with expertise; teacher and staff participation in Schoology groups and courses related to their instructional roles; use of RazKids, KidBiz training/PD resources for optimum implementation.				
					Kidbiz and RazPlus trainings will occur in August 2018. Principal will recommend PD for specific teachers, based on observation and data. Title I funds have been set aside in building 18-19 Title 1 budget for this purpose.				
		Person Responsible	SH	S	EP	Provider		Type	App.
		Building Principal	3.0	2	25	RAZKids trainer, Achieve 3000/Kidbiz trainer		For Profit Company	Yes

Knowledge

Teachers will learn how to most effectively use the literacy building resources available to them through RazPlus and Kidbiz, so that they can integrate the use of these into their literacy blocks.

Supportive Research

Differentiated instruction; balanced literacy practices, engaging with parents through the at-home use of the programs

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers educators to work effectively with parents and community partners.

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities

Analysis of student work,
with administrator and/or peers
Lesson modeling with
mentoring

Evaluation Methods

Student PSSA data

each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Strategy #2: Positive Behavioral Interventions and Supports

Start	End	Title			Description			
8/27/2018	8/30/2021	Develop articulated approaches to assist in enhancing faculty and staff morale			District administrators after being introduced to various professional learning situations will work to develop an actionable plan for building motivation and staff morale in their respective area. Measurement of this step will be done through the actionable plans and updates submitted.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Rob Dangler	1.0	6	22	District	School Entity	No

Knowledge

Participants will learn about reserach-based management theories about workplace motivation.

Daniel Pink's Drive

Supportive Research

Dan Ariely's Payoff

Thomas Friedman's Thank You for Being Late

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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

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

Instructs the leader in managing resources for effective results.

Training Format Series of Workshops

Participant Roles	Dir	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1)
				Elementary - Intermediate (grades 2-5)
				Middle (grades 6-8)
				High (grades 9-12)
Follow-up Activities	level/department	Development of plan by	Evaluation Methods	Plan submission with actionable
				steps

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Instructional Coaching: The Principles of Partnership Strategy #2: Instructional Conversations Strategy #3: Differentiating Instruction Strategy #4: Learning-Focused Schools Strategies
	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	

Start	End	Title	Description
8/11/2018	8/30/2021	Conduct professional development on exemplary teaching strategies	Provide professional development on exemplary teaching strategies such as differentiated learning, LFS, and collaborative methods. Verified implementation

through walkthrough data tool.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent/Building Principals	6.5	5	240	District	School Entity	No

Knowledge Understanding of exemplary, research-based teaching strategies.

Supportive Research Strategies based on the research of Max Thompson, Learning Focused Schools.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format LEA Whole Group Presentation
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Creating lessons to meet varied student learning styles		Review of participant lesson plans
	Peer-to-peer lesson discussion		

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Common Assessment within Grade/Subject
	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	

Start	End	Title			Description			
8/11/2018	8/30/2021	Conduct professional development on exemplary teaching strategies			Provide professional development on exemplary teaching strategies such as differentiated learning, LFS, and collaborative methods. Verified implementation through walkthrough data tool.			
Person Responsible		SH	S	EP	Provider	Type		App.

Assistant Superintendent/Building Principals	6.5	5	240	District		School Entity	No
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Knowledge	Understanding of exemplary, research-based teaching strategies.		
Supportive Research	Strategies based on the research of Max Thompson, Learning Focused Schools.		
Designed to Accomplish			
For classroom teachers, school counselors and education specialists:	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	LEA Whole Group Presentation School Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and	Evaluation Methods	Classroom observation focusing on

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

Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

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

LEA Goals Addressed:	Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Substantial Professional Development
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Start	End	Title			Description		
7/1/2018	7/1/2021	Competency-based professional development			Develop more independent, competency-based professional development that can be completed by staff in an on-demand platform		
Person Responsible		SH	S	EP	Provider	Type	App.
Rob Dangler		6.5	8	50	District	School Entity	No

Knowledge

Variable in-service topics delivered in an online, competency-based format

Supportive Research

All in-service will be research-based--delivery methodology will emulate best practices and will align to specific instructional needs of participants

Designed to Accomplish

For classroom teachers, school counselors and education

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

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

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

Training Format	Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

District Level Affirmations

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

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

Affirmed by Steve Risk on 4/23/2018

Board President

Affirmed by Brian Bliss on 4/9/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Steve Risk on 4/23/2018

Board President

Affirmed by Brian Bliss on 4/9/2018

Superintendent/Chief Executive Officer