

The logo for Northern Tioga School District is a circular emblem. It features a central shield with a white background and a blue border. Inside the shield, there is a blue scroll with white text. The shield is set against a blue background with white decorative flourishes. The words "NORTHERN TIoga SCHOOL DISTRICT" are written in a circular path around the shield.

Northern Tioga SD  
**District Level Plan**  
07/01/2017 - 06/30/2020

# District Profile

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## Demographics

110 Ellison Road  
 Elkland, PA 16920  
 (814)258-5642  
 Superintendent: Diana Barnes  
 Director of Special Education: Daniel Fie

## Planning Process

Northern Tioga School District began the comprehensive planning process in January 2013 upon the board appointment of community, parent and business committee members. On April 9, 2013, Mrs. Diana Barnes, Superintendent of Northern Tioga School District, and Dr. Lisa Feil, School Improvement Coordinator at BLaST IU 17, held a "kick-off" meeting with 31 people in attendance. The committee discussed the Comprehensive Planning process, reviewed the eStrategic mission, vision, and shared values. The former mission, vision, and belief statements served as a spring board for brainstorming new mission, vision and belief statements. Subcommittees for the curriculum and special education planning were formed and groups agreed to hold discussions online. Meeting notices and correspondence will be communicated through the Superintendent's Office. The plan will be placed on the November 11, 2013 board meeting agenda for final approval before sending the comprehensive plan to PDE for approval.

The core administrative committee composed of the plan authors, Diana Barnes, Daniel Fie, and Amy Coots. Planning meetings were held as needed in order to meet a November 2013 deadline for submission.

The public was notified through use of district update and the newspapers. Committee members were notified through mailings and email.

Our timeline for completion was as follows:

October 10, 2013 30 day public preview  
 November 11, 2013 Present to the school board for board approval.  
 November 2013 Submit to PDE

## Mission Statement

The mission of NTSD is to equip all students with a foundation of critical thinking and problem solving tools essential for lifelong learning within local and global communities.

## Vision Statement

Empowering students to become productive citizens with a rural advantage

## Shared Values

In order to enhance the district's mission statement and secure a broad base of school-community support for teaching and learning, shared values of the district are identified as a result of a consensus building process involving school board, staff, parents, and community. The shared values of the district are:

### **WE BELIEVE**

Every child has value.

Learning is life-long.

All students learn differently and have the capacity to learn when given the right conditions to accommodate individual differences.

Students, parents, and the community share the responsibility for their education and development of life-long goals.

Family responsibility and community involvement are essential to each child's educational success.

Students benefit from and are encouraged to participate in a diverse offering of programs that enhance their educational experience.

Students learn to be creative thinkers, collaborative problem-solvers, and effective decision-makers.

Our community wants children to be successful and thrives from the educational successes of its children who become productive and responsible members of society.

The students, parents, the community and the school district join forces to provide a safe, positive, drug-free, and smoke-free school environment.

A performance accountability system helps promote an effective and efficient education.

The school district strives to use all financial and other resources in a responsible, efficient, and effective manner.

Fostering a climate of mutual respect promotes learning for all students.

## Educational Community

The Northern Tioga School District encompasses 336 square miles of rural, mountainous terrain. It stretches approximately 60 miles from its eastern boundary with Bradford County to its western boundary with Potter County. There are only three main

transportation routes in the district: Route 15 (future 99 corridor) that runs north and south, and Routes 49 and 328 that run east and west. The mountainous terrain and extensive area play a large role in determining school building locations. The district is divided into three attendance areas, each with its own elementary and two secondary schools located on the eastern and western ends of the district. Transportation routes serve each regional complex.

Elementary programming consists of three Pre K-6 buildings: Westfield Area Elementary, Clark Wood Elementary, and R.B. Walter Elementary. Pre-kindergarten classrooms serve one classroom with 20 students at each elementary school.

Secondary programming consists of two 7 - 12 buildings with a school within the school concept for middle school programming for grades 7 and 8. The high schools are Cowanesque Valley High School and Williamson High School.

Career and technical education is provided within the high school buildings. The county currently does not have a Career and Technology Center.

The central office for Northern Tioga School District is centrally located in the town of Elkland. The building is shared with Clark Wood Elementary and houses the Superintendent's Office, the Business Office, the Technology Office, the Student Services Office, the Principal of Academic Affairs Office and the Maintenance Office. The building serves as the central meeting location for all school board meetings.

## Planning Committee

Name	Role
<b>Brion Antoine</b>	Secondary School Teacher - Regular Education
<b>Joann Banik</b>	Director of Food Service
<b>Diana Barnes</b>	Superintendent
<b>Cindy Borzok</b>	School Social Worker
<b>Stacy Bower</b>	Parent
<b>Kristin Burdick</b>	Middle School Teacher - Regular Education
<b>Karen Butler</b>	Elementary School Teacher - Special Education
<b>Jen Butler</b>	Elementary School Teacher - Regular Education
<b>Bobbi Button</b>	Middle School Teacher - Regular Education
<b>Cindy Cevette</b>	Parent
<b>Amy Coots</b>	Principal of Academic Affairs
<b>Dale Crans</b>	Head of Maintenance
<b>Joy Cummings</b>	Community Representative
<b>Wanda Erb</b>	Business Manager
<b>Daniel Fie</b>	Administrator
<b>Jason Gehman</b>	Business Representative
<b>Robert Goodrich</b>	Business Representative

<b>Beverlea Hamilton</b>	Ed Specialist - School Counselor
<b>Deborah Johnson</b>	Secondary School Teacher - Regular Education
<b>Paula Jones</b>	Business Representative
<b>Linda Jones</b>	Business Representative
<b>Kristopher Kaufman</b>	Administrator
<b>Shannon Kemp</b>	Community Representative
<b>Lori Kennedy</b>	Elementary School Teacher - Regular Education
<b>Bonnie Kyofski</b>	Community Representative
<b>Lynne Lewis</b>	Parent
<b>Morgan Lilly</b>	Ed Specialist - School Psychologist
<b>Jess Millard</b>	Administrator
<b>Jane Montague</b>	Administrator
<b>Kevin Mowrey</b>	Ed Specialist - School Counselor
<b>Heather Musto</b>	Elementary School Teacher - Special Education
<b>Wade Owlett</b>	Elementary School Teacher - Regular Education
<b>Amy Plunkert</b>	Elementary School Teacher - Regular Education
<b>Melissa Prutsman</b>	Parent
<b>JamieJo Sickler</b>	Secondary School Teacher - Special Education
<b>Darla Smith</b>	Parent
<b>Cheryl Sottolano</b>	Administrator
<b>Matthew Sottolano</b>	Administrator
<b>Craig Stage</b>	Parent
<b>Todd Terpstra</b>	Network Administrator
<b>Jennifer Updyke</b>	Ed Specialist - School Psychologist
<b>Michael Vayansky</b>	Board Member
<b>Rebecca Warner</b>	Community Representative
<b>Ellen Williams</b>	Parent
<b>Christine Wilson</b>	Ed Specialist - School Counselor
<b>Kevin Wilson</b>	School Social Worker
<b>Charrisse Wilson</b>	School Social Worker
<b>Janine Young</b>	Ed Specialist - School Counselor

# 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
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
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":  
 Family Consumer Science: At the elementary level NTSD does not have a curriculum and instruction addressing Family Consumer Science standards due to the need to focus on English language arts and mathematics although Family Consumer Science is integrated in ELA instruction.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing

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

Explanation for standard areas checked "Needs Improvement" or "Non Existent":  
 Family Consumer Science: At the elementary level NTSD does not have a curriculum and instruction addressing Family Consumer Science standards due to the need to focus on English language arts and mathematics although Family Consumer Science is integrated in ELA instruction.

#### Middle Level

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

<b>History</b>	Developing	Developing
<b>Science and Technology and Engineering Education</b>	Developing	Developing
<b>Alternate Academic Content Standards for Math</b>	Developing	Developing
<b>Alternate Academic Content Standards for Reading</b>	Developing	Developing
<b>American School Counselor Association for Students</b>	Developing	Developing
<b>English Language Proficiency</b>	Developing	Developing
<b>Interpersonal Skills</b>	Developing	Developing
<b>School Climate</b>	Developing	Developing
<b>World Language</b>	Developing	Developing

### High School Level

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

### *Adaptations*



NTSD has designed various programs to assist students who struggle to achieve the academic standards. These programs are a multi-leveled approach to addressing the various needs of the district student body. Students who score basic or below basic on the PSSA or Keystone Exams will have the opportunity to become proficient through participating in our after school tutoring program, Catching Kids Up, RTII, Summer School, after school tutoring, and any other programs added at NTSD to meet students' needs. Students who do not take the PSSA will be identified by low achieving scores on other assessments provided by the state, district, or the classroom teacher. Those students will have the opportunity to use remedial programs that meet the specific need. NTSD has an RTII program in each of the elementary schools. Students in grades K-4 are currently involved in this program and when scheduling allows it is extended through fifth and sixth grade.

In addition, data teams will meet frequently to review and analyze the student achievement data derived from assessments. These data teams will identify students who score below proficiency in the academic standards or have not met a year's growth and prescribe the necessary instruction (program) needed to meet the students' needs. Data will be used to inform the teaching and learning process as well as the curriculum. Each teacher will be trained in instructional strategies and differentiated instruction. This is the key to the inclusion model used in NTSD. The data teams will closely monitor the results of students not performing above basic to ensure progress and to determine if alternative strategies and opportunities for differentiated instruction need to be implemented. The building principals will monitor progress of the classroom teachers and data teams to ensure continued success.

Each year building level, grade level and department teams will conduct analysis of the district data from the assessment tools to guide, inform and improve curriculum and instruction. This analysis will include a review of the data from state, district, and classroom assessments. The analysis will be an ongoing program evaluation which will lead to the development of an action plan for school improvement on an as-needed basis which is reflected by the data. Schools are using and will continue to use the Comprehensive Plan process provided by PDE to identify strengths, needs, and develop an action plan. School level plans may include directing more resources and professional development for the struggling schools as we attempt to reach higher level goals.

## **Curriculum**

### *Planned Instruction*

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

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

Processes used to ensure Accomplishment:

At the primary level, time has been provided to map and align curriculum in all content areas utilizing the district's network and internet. The next step is to move toward more clearly defined content, materials, and estimated instructional times. The next step for NTSD is creating common assessments and once these components are created NTSD will have reached this goal.

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

At the elementary level work needs to be done to clearly identify content, materials, activities, and estimated instructional time. The district's procedures for measuring mastery will be improved. As NTSD defines content the next step is to create common assessments in alignment with the standards and report card revision to reflect students' progress towards mastering the standards. The LEA will accomplish the task through utilizing the district's network and internet.

NTSD will work toward the creation of common assessments. Time will be provided and professional development as needed.

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

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

<b>planned course, instructional unit or interdisciplinary studies are identified.</b>	Improvement
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Processes used to ensure Accomplishment:

Time has been provided to map and align curriculum in all content areas. NTSD continues to revise curriculum, materials, and estimated instructional times. This will lead to the next step in creating common assessments once these components are created NTSD will have reached this goal.

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

NTSD continues to clearly identify content, materials, activities, and estimated instructional time. Procedures for measuring mastery need improvement. As NTSD defines content the next step is to create common assessments in alignment with the standards and report card revision to reflect students' progress towards mastering the standards. NTSD will work toward the creation of common assessments. Time will be provided and professional development as needed utilizing the District's network and internet.

### **Middle Level**

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

Processes used to ensure Accomplishment:

Time has been provided to map and align curriculum in all content areas. The next step is to continue to revise curriculum maps to reflect the common core standards and create common assessments. Once these components are created NTSD will have accomplished the goal. NTSD will continue to utilize data to make curricular adjustments.

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

NTSD continues to clearly identify content, materials, activities, and estimated instructional time. Procedures for measuring mastery will be improved. As NTSD defines content the next step is to create common assessments in alignment with the standards to reflect students' progress towards mastering the standards.

NTSD will work toward the creation of common assessments. Time will be provided and professional development as needed utilizing the District's network and internet capabilities.

### High School Level

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

Processes used to ensure Accomplishment:

Time has been provided to map and align curriculum in all content areas. The next step is to continue to revise curriculum maps to reflect the common core standards and make adjustments based on the Keystone data. NTSD intends to take professional development time to and create common assessments that are aligned to the standards; once these components are created NTSD will have reached this goal.

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

NTSD continues to clearly identify content, materials, activities, and estimated instructional time. Procedures for measuring mastery will be improved. As NTSD defines content the next step is to create common assessments in alignment with the standards to reflect students' progress towards mastering the standards.

NTSD will work toward the creation of common assessments. Time will be provided and professional development as needed utilizing the District's network and internet. In Keystone related courses the corresponding Keystone assessment will be given as an end of course exam.

### *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.

NTSD has designed various programs to assist students who are having difficulty achieving the academic standards. These programs are a multi-leveled approach to addressing the various needs of the district student body. Students who score basic or below basic on the PSSA or Keystone Exams will have the opportunity to become proficient through participating in our after school tutoring program, Catching Kids Up, RTII, Summer School, remediation, and study hall/tutorials, all designed to meet students' needs. Students who do not take the PSSA will be identified by low achieving scores on other assessments provided by the state, district, or the classroom teacher. Those students will have the opportunity to use remedial programs that meet the specific need.

NTSD has an RTII program in each of the elementary schools. All students in grades K-4 are currently involved in this program and when scheduling allows, it is extended through fifth and sixth grade.

In addition, data teams meet frequently to review and analyze the student achievement data derived from assessments. These data teams will identify students who score below proficiency in the academic standards or have not met a year's growth, and prescribe the necessary instruction (program) needed to meet the students' needs. Data will be used to inform the teaching and learning process as well as the curriculum. Each teacher will be trained in instructional strategies and differentiated instruction. This is the key to the inclusion model used in NTSD. The data teams will closely monitor the results of students not performing above basic to ensure progress and to determine if alternative strategies and opportunities for differentiated instruction need to be implemented. The building principals will monitor progress of the classroom teachers and data teams to ensure continued success.

Each year building level, grade level, and department teams will conduct analysis of the district data from the assessment tools to guide, inform and improve curriculum and instruction. This analysis will include a review of the data from state, district, and classroom assessments. The analysis will be an ongoing program evaluation which will lead to the development of an action plan for school improvement on an as-needed basis which is reflected by the data. Schools are using and will continue to use the Comprehensive Plan process provided by PDE to identify strengths, needs, and develop an action plan. School level plans may include directing more resources and professional development for the struggling schools as we attempt to reach higher level goals. Reviewing data and implementing programs to address the needs of students are all done

utilizing and relying upon the district's network and internet capabilities. The district also considers the development of the whole child. We value and recognize the importance of social workers, guidance counselors, Student Transition and Recovery (STAR) and other related student services the district provides in order to meet the physical, mental, and emotional needs of students or seek to remove barriers needed in order for learning to be accessible. APL, classroom management training with some focus on instructional practices provides the professional development to all faculty members in order to deliver clear K-12 expectations to students. Clark Wood Elementary has implemented state approved School-Wide Positive Behavior program. All of the programs and personnel serve as supports to creating an environment for all students to access and master a rigorous standards aligned curriculum.

## Instruction

### *Instructional Strategies*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching
- Regular Lesson Plan Review
- Building Supervisors

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

Annual instructional evaluations are part of the differentiated supervision plan (teacher evaluation) that is approved by PDE.

Formal classroom observations are a part of the differentiated supervision plan utilizing Charlotte Danielson, Framework for teaching model

District Instructional Coaches model and facilitate best practices utilizing LFS

Walkthroughs are part of the LFS framework, monitoring for achievement and focus on lesson delivery that aligns to the standards using evidence based instructional strategies

### *Responsiveness to Student Needs*

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

Instructional Practices	Status
<b>Structured grouping practices are used to meet student needs.</b>	Implemented in 50% or more of

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

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

More professional development will be provided to initiate guided, small group reading groups. The same practice can be applied to mathematics with gifted students. This year (2013-14) NTSD is working on some changes in the gifted education program and the full implementation of guided reading, along with RTII.

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

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

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

More professional development will be provided to initiate guided, small group reading groups. The same practice can be applied to mathematics with gifted students. This year (2013-14) NTSD is working on some changes in the gifted

education program and the full implementation of guided reading, along with RTII.

### **Middle Level**

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

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

More professional development will be provided to initiate guided, small group reading groups. The same practice can be applied to mathematics with gifted students. This year NTSD is working on some changes in the gifted education program.

### **High School Level**

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



### *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.

As reported to PDE in the equity plan Northern Tioga School District is an equal opportunity employer. Teachers, and all other staff members, are hired based on the education, certification, experience, and potential for long-term success within the district. In the 2012-13 school year, the Northern Tioga School District had 100% highly qualified teachers and has traditionally maintained the 100% highly qualified teacher status. The following strategies have been implemented for recruitment in order to ensure that poor and minority students are not taught at higher rates than other students by inexperienced and/or unqualified teachers. The Northern Tioga School District is a rural school district located in north central Pennsylvania. Attracting experienced teachers to this area has proven to be difficult in the past. The district actively recruits through advertising in local and state-wide publications. Postings are also posted on the Northern Tioga School District website as well as the Pennsylvania Department of Education website. The district has also posted teacher vacancies in larger newspapers such as the Williamsport Sun Gazette and the Elmira Star Gazette.

The collective bargaining agreement between the Northern Tioga School District and the Northern Tioga Education Association requires that teachers notify the district prior to August 15 one school year before retiring in order to be eligible for certain retirement benefits. This allows the district to begin the recruitment process early to place highly qualified teachers in the classroom. In March 2005, the Board of Directors of the Northern Tioga School District approved a motion to encourage teachers to gain dual certification by reimbursing teachers for praxis test costs to gain additional certifications. This has allowed the district to transfer staff to vacancies that have been difficult to fill with properly certified staff.

Students that are below proficiency or at risk are assigned to highly qualified teachers. There is not an apparent correlation between students at risk being assigned to non-tenured versus tenured teachers resulting in lower performance. School wide comprehensive plans have identified strategies and supports needed to continue to meet the learning needs of all students, with a focus on students who are at risk or below proficiency.

All NTSD teachers must attend APL, a classroom management and instructional strategy training once hired. In addition the district has seven district Instructional Coaches available to provide initial Learning Focused Schools trainings to all teachers, with a focus on creating learning lessons, higher order

thinking: increasing rigor in lessons, creating effective assignments and assessments for learning, and accelerating learning for all students. Instructional coaches are available to provide support teachers formally and informally in order to increase teacher effectiveness. Principals monitor for achievement using the Learning Focused framework and participate in teacher professional development. The Board, Superintendent, and administration understand the value of recruiting effective teachers.

## Assessments

### *Local Graduation Requirements*

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
<b>Total Courses</b>	26.00	26.00	26.00	26.00	26.00	26.00
<b>English</b>	4.00	4.00	4.00	4.00	4.00	4.00
<b>Mathematics</b>	4.00	4.00	4.00	4.00	4.00	4.00
<b>Social Studies</b>	3.00	3.00	3.00	3.00	3.00	3.00
<b>Science</b>	3.00	3.00	3.00	3.00	3.00	3.00
<b>Physical Education</b>	2.00	2.00	2.00	2.00	2.00	2.00
<b>Health</b>	0.50	0.50	0.50	0.50	0.50	0.50
<b>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</b>	3.00	3.00	3.00	3.00	3.00	3.00
<b>Electives</b>	6.50	6.50	6.50	6.50	6.50	6.50
<b>Minimum % Grade Required for Credit (Numerical Answer)</b>	70.00	70.00	70.00	70.00	70.00	70.00

### *2014 Graduation Specifics*

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

#### **Reading**

- Local Assessments aligned with State Standards

#### **Writing**

- Local Assessments aligned with State Standards

#### **Mathematics**

- Local Assessments aligned with State Standards

### *Local Assessments*

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

### *2015 and beyond Graduation Requirement Specifics*

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

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

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

#### **English Literature**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

#### **Mathematics**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

#### **Science & Technology**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

#### **Environment & Ecology**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

### *2017 and beyond Graduation Requirement Specifics*

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

### **Biology or Chemistry**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

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

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

## *Methods and Measures*

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Teacher Developed with the use district wide adopted text</b>	X	X	X	X
<b>Keystone Exams</b>			X	X
<b>Formal Composition Papers graded by rubrics</b>		X	X	X
<b>Unit &amp; Chapter Tests</b>	X	X	X	X
<b>PSSA</b>		X	X	
<b>Kindergarten Skills Checklist/skills</b>	X			
<b>Summative Projects</b>		X	X	X
<b>Terra Nova</b>	X			
<b>Concert Performances</b>	X	X	X	X
<b>DIBELS</b>	X	X		
<b>PASA</b>	X	X	X	X

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Study Island</b>		X	X	

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Assessment Prompts</b>	X	X	X	X
<b>Summarization- verbally or written</b>	X	X	X	X
<b>Quizzes</b>		X	X	X
<b>Pre-tests</b>		X	X	X
<b>DIBELS</b>	X	X		
<b>Curriculum Based Assessments</b>	X	X	X	X
<b>Homework</b>	X	X	X	X
<b>Activating Strategy/Bellringer</b>	X	X	X	X
<b>Running Records</b>	X	X		

<b>Ticket out the door/Exit slips</b>	X	X	X	X
<b>My Sidewalks Diagnostic Assessment (RtII)</b>				

### Diagnostic Assessments

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
<b>Classroom Diagnostic Tools</b>		X	X	X
<b>Individual Achievement Tests to determine special education eligibility and reevaluation</b>	X	X	X	X
<b>My Sidewalks Diagnostic Assessment (RtII)</b>	X			
<b>Silvario Reading Inventory</b>	X			

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments. NTSD had begun looking at common assessments in 2006 and will need to revive the discussion toward developing multiple standards-aligned assessments of student learning. Common assessments can be created through the same process that is used to develop curriculum. This process brings teachers together to collaborate in the courses/grade levels that they teach. Validation of these assessments would occur through central office review, building supervisor review, departmental review, teacher peer review, and if needed an external review (such as the Intermediate Unit).

### *Development and Validation of Local Assessments*

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

N/A

### *Collection and Dissemination*

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

Currently, once raw data reports are received they are distributed in the summer after the school year is complete from the district office to the schools. The Principal of Academic Affairs disseminates the information at the August faculty inservice. Building principals share raw data at the building level. The final reports along with the eMetric and PVAAS data typically come in the fall and can be analyzed at the building level in order to create data plans to target areas that need to be improved. Building principals meet with the School Board to explain, disseminate data, and provide a building level plan to address concerns. District and building data is posted to the district website.

Several Act 80, early dismissal professional development days are built into the school year calendar and can also be utilized to hold data meetings at the building level. Principals may also hold data meetings on a school day and rotate substitutes in the building in order for grade level teams or departments to discuss data. Effective and efficient use of data occurs at the building level, with teachers and depends upon the building leadership to schedule time to hold data team meetings with professional learning communities.

### *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.

NTSD has designed various programs to assist students who are having difficulty achieving the academic standards. These programs are a multi-leveled approach to addressing the various needs of the district student body. Students who score basic or below basic on the PSSA or Keystone Exams will have the opportunity to become proficient through participating in our after school tutoring program, Catching Kids Up, RTII, Summer School, Student Transition and Assistance Program (STAR) and any other programs added at NTSD to meet students' needs. Students who do not take the PSSA will be identified by low achieving scores on other assessments provided by the state, district, or the classroom teacher. Those students will have the opportunity to use remedial programs that meet the specific need.

NTSD has an RTII program in each of the elementary schools. Students in grades K-4 are currently involved in this program and when scheduling allows it is extended through fifth and sixth grade.

In addition, data teams meet frequently to review and analyze the student achievement data derived from assessments. Data teams will identify students who score below proficiency in the academic standards or have not met a year's growth and prescribe the necessary instruction (program) needed to meet the students' needs. Data is used to inform the teaching and learning process as well as the curriculum. Each teacher is trained in instructional strategies and differentiated instruction. This is the key to the inclusion model used in NTSD.

The data teams closely monitor the results of students not performing above basic to ensure progress and to determine if alternative strategies and opportunities for differentiated instruction need to be implemented. The building principals monitor progress of the classroom teachers and data teams to ensure continued success.

Each year building level, grade level and department teams will conduct analysis of the district data from the assessment tools to guide, inform and improve curriculum and instruction. This analysis will include a review of the data from state, district, and classroom assessments. The analysis will be an ongoing program evaluation which will lead to the development of an action plan for school improvement on an as-needed basis which is reflected by the data. Schools are and will continue to use the Comprehensive Plan process provided by PDE to identify strengths, needs, and develop an action plan. School level plans may include directing more resources and professional development for the struggling schools as we attempt to reach higher level goals.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies. NTSD has utilized Performance Pathways for at least six years as a data warehouse for all assessment results. Other sites can be used to analyze data but the warehouse serves as one location for NTSD data. This online software allows teachers to view assessment results by Pa assessment anchors, create a variety of reports, and look at students assessment history. Emetric and Study Island may also be used for this type of search. NTSD has piloted the use of Classroom Diagnostics and will continue to utilize these in the elementary grades as they become available. The reports provide detailed reporting by standards in order to identify areas of strength and areas to increase mastery. Analysis of the

data is discussed and utilized to create needed programs, courses, revise courses, adjust the lessons, or instructional strategies.

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

All strategies were selected.

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies. Summative assessment information is shared with the public through newsletters, the website, School Board meetings, local media, letters to the parents/guardians, individual meetings/conferences with parents, course planning guides and AYP websites (also linked on the NTSD website). Once summary reports have been released the information is shared through all the previous venues. This year we have not received district summary reports and have not been able to share the state of the district with the public. NTSD will disseminate the School Performance Profile as soon as it becomes available.

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

The student handbook is reserved for the student code of conduct, policy and other pertinent student-parent information. Rather than including the AYP, SPP information a newsletter serves the same purpose.

NTSD can work towards establishing relations with local media sources and creating press releases. Newspapers are limited in our rural area, but this is a



strategy that NTSD can look to incorporate. In addition, course planning guides have not been developed for grades k-8 due to the schedule is the same for general education students. This could be developed and posted on the website. With that said, building principals, secretaries, and guidance counselors do a thorough job of explaining this to our parents, guardians, and students. NTSD places a strong emphasis on verbally communicating at the building level with parents about our programs.

## 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.

Under the former accountability system schools in need of improvement in our district were in "warning" or in "school improvement." Upon notification of the schools status the school would use the "Getting Results" process to identify strengths and areas in need of improvement. Schools are now utilizing the school comprehensive plan process to identify strengths and areas in need of improvement. Building principals begin by sharing data with the Superintendent, School Board, and faculty regarding academic achievement and the growth model. Areas of challenge are identified and school plans are created in order to address areas of concern that deter student attainment of the academic standards. Schools that need to maintain academic achievement also create a comprehensive plan. These plans are shared with the faculty and seek the input of teachers. Under the School Performance Profile if a school is a focus or priority school other measures will be taken as required by PDE. Teachers and the Principal of Academic Affairs will continue to review curriculums in order to ensure alignment to the standards. Curriculums will be revised as needed and in light of our data discussions.

NTSD in the past has received the Rural and Low Income grant. This has been used to provide after-school tutoring to students who struggle to attain proficiency. If NTSD is eligible this year and in the future the grant will also provide after-school tutoring to students needing academic assistance.

### *Programs, Strategies and Actions*

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

<b>Conflict Resolution or Dispute Management</b>	X	X	X	X
<b>Peer Helper Programs</b>	X	X		
<b>Safety and Violence Prevention Curricula</b>	X	X	X	X
<b>Student Codes of Conduct</b>	X	X	X	X
<b>Comprehensive School Safety and Violence Prevention Plans</b>	X	X	X	X
<b>Purchase of Security-related Technology</b>	X	X	X	X
<b>Student, Staff and Visitor Identification Systems</b>	X	X	X	X
<b>Placement of School Resource Officers</b>				
<b>Student Assistance Program Teams and Training</b>			X	X
<b>Counseling Services Available for all Students</b>	X	X	X	X
<b>Internet Web-based System for the Management of Student Discipline</b>	X	X	X	X

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

NTSD has implemented the PDE School-Wide Positive Behavioral Support Program in one K-6 elementary school.

NTSD does not have a school resource officer. NTSD contracts with Tioga County Probation Department for a part time on-site officer.

### *Identifying and Programming for Gifted Students*

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

### **Gifted Identification Process**

#### **Identification of Mentally Gifted**

In Pennsylvania mentally gifted is defined as, "...*outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.*" (22 Pa. Code § 16.1)

*"The term "mentally gifted" includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone... The determination shall include an assessment by a certified school psychologist. (22 Pa. Code § 16.21 (d)) "Intellectual ability is not equated with an IQ score alone. Intellectual ability is and should be a reflection of a range of assessments including a student's performance and potential (Pennsylvania Department of Education Gifted Guidelines 2004)*

Multiple criteria, other than IQ score, that are indicative of giftedness are listed in the *Gifted Guidelines*. These include, but are not limited to, Achievement Tests, Rates of Acquisition and Retention, Demonstrated Achievement, Early Skill Development, and consideration of factors that may mask giftedness.

*“Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction.” (22 Pa. Code § 16.21 (a)).*

## **Referral for Evaluation**

### **District Child Find**

In the Northern Tioga School District, screening data from a variety of sources will be reviewed annually. This systematic screening fulfills the district’s obligation to conduct child find activities for students who may need instruction not ordinarily provided in the general education curriculum. The review considers information about academic and cognitive abilities collected on all students at a given grade level. In the fall of each year, after receiving the results of the state assessments, the district will conduct a review of the screening information for students in each building. When the majority of a student’s data fall within a range expected for students who may need gifted education, the student will be referred by the district for further individualized screening.

When the district’s screening process indicates that student has potential consistent with the definition of mentally gifted or a performance level which notably exceeds that of other students in the regular education classroom, the district will make a referral for a Gifted Multidisciplinary Evaluation (GMDE).

Data available at each grade level will vary, however may include the following:

TeraNova  
 Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  
 Pennsylvania System of School Assessment (PSSA)  
 Curriculum Based Assessments (CBA)  
 Grades

### **Teacher Referral**

When a teacher makes a referral for a GMDE, parents may be asked to consent to a *screening* of their child’s ability involving the individual administration of the Kaufman Brief Intelligence Test – 2nd Edition (K-BIT – 2). With signed consent to screen, any student receiving a Full Scale IQ score of 120 or higher on the K-BIT will be referred on for a comprehensive evaluation. The district **MUST** receive the parent’s signed consent (to screen using the K-BIT or to complete a

comprehensive evaluation) in order to continue with the evaluation process. If requesting consent to complete a comprehensive evaluation, parents will also be asked to provide information that will be considered and included in the evaluation process.

### **Parent Referral**

When parents suspect their child may be gifted, they may request a GMDE at any time, with the limit of one request per school year. The request must be in writing. When the district receives the written request, the parents will be sent a *Permission to Evaluate* form. The district MUST receive the parent's signed consent on the form in order to continue with the evaluation process. Parents will also be asked to provide information that will be considered and included in the evaluation process.

### **The Gifted Multidisciplinary Evaluation (GMDE)**

When the district's screening process indicates that a student has potential consistent with the definition of mentally gifted or a performance level which notably exceeds that of other students in the regular classroom, a teacher makes referral, or parents suspect their child is gifted and request an evaluation in writing, the district will initiate a Gifted Multidisciplinary Evaluation (GMDE).

### **Gifted Multidisciplinary Team (GMDT)**

The Gifted Multidisciplinary Team includes the gifted support teacher, a school psychologist, the principal or district representative, the classroom teacher(s), and the parent(s) or guardian(s). If at any time, the parent(s) decide to rescind permission to evaluate, the evaluation process will be discontinued as long as the parent's request is in writing. Information gathered through the course of the evaluation will be included in a Gifted Written Report (GWR).

### **Tools For Evaluation**

The following data will be considered by GMDT in a Gifted Written Report (GWR):

1. Individually administered standardized test of ability
2. Individually administered standardized tests of achievement
3. Gifted Rating Scale – Teacher
4. Parent input
5. Classroom observation
6. Group administered achievement tests
7. Chuska Scales of Acquisition and Retention

Independent evaluations by a certified school psychologist may be obtained by

parents at their own expense. The district is obligated to consider this information when making decisions regarding eligibility for gifted education. This information will be incorporated into the Gifted Written Report (GWR), and may be considered by the Gifted Individual Education Program (GIEP) Team.

### **Gifted Written Report**

The GMDT prepares a written report that includes information and findings from the evaluation regarding a student's intellectual and learning strengths and needs. *"The report must make recommendations as to whether the student is gifted and in need of specially designed instruction, must indicate the basis of those recommendations, and must indicate the names and positions of the members of the GMDT. (Pa. Code § 16.22(h))*

### **Gifted Identification Decision**

#### **Gifted Individual Education Program (GIEP) Team**

It is ultimately the responsibility of the Gifted Individual Education Program (GIEP) Team to determine whether or not a student is gifted, based on a review of the complete evaluation as documented in the GWR, and in need of additional academic challenges and enriching activities. Once the GWR is completed, a GIEP Team Meeting will be scheduled and parents will receive an invitation to attend. The GIEP Team includes one or both parents; the student if 14 years old or older; a representative of the district who serves as the chairperson and who is knowledgeable about the availability of resources of the district, and who is authorized by the district to commit those resources; one or more of the students current teachers; other individuals at the discretion of either the parents or the district. The Gifted IEP form will be completed at the GIEP Meeting, describing the any goals to be accomplished and specially designed instruction to be provided in order to meet the student's individual needs. GIEP will be reviewed and revised yearly by the GIEP Team.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Academic Counseling</b>	X	X	X	X
<b>Attendance Monitoring</b>	X	X	X	X
<b>Behavior Management Programs</b>	X	X	X	X
<b>Bullying Prevention</b>	X	X	X	X
<b>Career Awareness</b>	X	X	X	X
<b>Career Development/Planning</b>			X	X
<b>Coaching/Mentoring</b>	X	X	X	X
<b>Compliance with Health Requirements –i.e., Immunization</b>	X	X	X	X

<b>Emergency and Disaster Preparedness</b>	X	X	X	X
<b>Guidance Curriculum</b>	X	X	X	X
<b>Health and Wellness Curriculum</b>	X	X	X	X
<b>Health Screenings</b>	X	X	X	X
<b>Individual Student Planning</b>	X	X	X	X
<b>Nutrition</b>	X	X	X	X
<b>Orientation/Transition</b>	X		X	X
<b>RtII</b>	X	X		
<b>Wellness/Health Appraisal</b>	X	X	X	X
<b>Psychological Services</b>	X	X	X	X
<b>Instructional Support Services</b>	X	X		
<b>Student Assistance Program (SAP)</b>			X	X

### *Diagnostic, Intervention and Referral Services*

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

### *Consultation and Coordination Services*

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

<b>Behavioral)</b>				
<b>Home/Family Communication</b>	X	X	X	X
<b>Managing Chronic Health Problems</b>	X	X	X	X
<b>Managing IEP and 504 Plans</b>	X	X	X	X
<b>Referral to Community Agencies</b>	X	X	X	X
<b>Staff Development</b>	X	X	X	X
<b>Strengthening Relationships Between School Personnel, Parents and Communities</b>	X	X	X	X
<b>System Support</b>	X	X	X	X
<b>Truancy Coordination</b>	X	X	X	X

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

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

Collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress occurs in a variety of formal and informal manners. Within the district, classroom teachers are members of the Instructional Support Team meetings, data team meetings, 504 eligibility and accommodation plan meetings, and multi-disciplinary team evaluations and IEP team meetings. Each of these services involves the classroom teacher collaborating with intervention specialists and related service providers in order to identify and define student needs, design interventions, allocate resources, monitor progress, and revise intervention plans as needed. In addition, classroom teachers have common planning time and prep periods within their daily schedule which allows time for them to collaborate with grade level colleagues and/or meet with individuals providing intervention services on a frequent basis. Data team meetings are scheduled at least three times per year to review all students at the elementary level, but can meet more frequently to discuss individual students and their recorded progress. Formal meetings for students with 504 Accommodation Plans or an IEP are scheduled at least yearly, but can collaborate more frequently if necessary.

Finally, the "inclusive" philosophy of the Northern Tioga School District facilitates frequent, regular, and ongoing consultation between classroom teachers and individuals providing interventions. The vast majority of students, including those identified with educational disabilities, are fully included in the regular class and curriculum with supports, accommodations, and adaptations being provided, often by the intervention specialist within the student's general education classroom, with cooperation, planning, and coordination from the general education teacher. Certified special education teachers, speech and language support teachers, occupational therapists, physical therapists, social workers, and school psychologists are regular visitors within the classroom setting which allows for, and encourages, further informal collaboration and problem solving.

### ***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

Currently, the district has a pre-k program for students who are least 4 years of age with 20 students in each attendance area. NTSD seeks to partner with all early childhood centers, including Headstart. The district strives to share resources when or as they are available, welcomes discussion, and discusses curricula. This past year we worked with a daycare center and the center purchased the 4 year old program that the district utilizes. It is a challenge to meet all of the early childhood education needs of the community with our limited formal childcare availability and economic challenges. One avenue to overcoming this challenge has been through our community senior projects. Many students have volunteered to work with child care centers after school or in the summer.

NTSD highly values early childhood education. To that end, Northern Tioga School District's Early Literacy Program targets infant through preschool aged children. The program includes children ages newborn through 5 years old. The goal is to promote reading to pre-school youth. The district believes that success in school starts with literacy development. However, children develop the reading readiness skills they need for success in school from birth through preschool years. The program also provides information on child development and kindergarten readiness to parents. This serves as a major source of disseminating information to families.

In the past we had written a Pre-K grant and were able to be the lead agency for a child care facility in our district to run a 4 year old program. This program created a partnership that we seek to continue without funding. Communication is also fostered through NTSD faculty and administration speaking with the various entities. If early childhood professional development is offered an invitation to participate would be extended to our area early childhood centers.

### *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.

The **Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students** is published on a yearly basis in eleven (11) local and regional news publications, including the Valley Dollar Saver, the Wellsboro Gazette, the Mansfield PennySaver, and Sun-Gazette (Williamsport). This Child Find Notice is also available on the district website and in the handbook. The notice informs parents of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. Children ages three through twenty-one may be eligible for special education programs and services, and if a parent believes that the child may be eligible for special education, the parent should contact the appropriate staff member identified in the public notice. Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental areas include cognitive, communication, physical, social/emotional, and self-help. Day care providers, pre-school teachers, and parents of preschool-aged children who contact the district expressing concerns regarding possible developmental delays are provided assistance contacting the Supervisor of Early Intervention Services at the BLaST IU 17. The Northern Tioga School District is in its initial year of providing and housing a pre-kindergarten program in each of the three district elementary buildings. District staff, including the Superintendent, the Coordinator of Student Services, the building principals and the pre-kindergarten teachers have been working cooperatively with Early Intervention staff through BLaST IU 17 to ensure that all eligible children are receiving the services for which they are eligible. The Northern Tioga School District works cooperatively with the Preschool Early Intervention Program to implement the procedures designed to transition eligible children, without interruption and with appropriate procedural protections. Each February, the Preschool Early Intervention Program notifies the Student Services Office of the dates, times, and locations of all Early Intervention Transition Meetings. All available Early Intervention records for children who will be transitioning to Northern Tioga from the EI Program are shared at the meeting. Several district representatives typically attend the meeting, including a Kindergarten teacher, the building principal, the Coordinator of Student Services, a School Psychologist, a social worker, a special education teacher, and other related service providers if appropriate. After the parent signs the *Intent To Register* form, the *Notice of Options For Your Child's Transition* is reviewed with the parent(s) by the Coordinator of Student Services. Regardless of which option

is chosen, an IEP is implemented no later than 10 school days after its completion, to ensure that the special education programs of young children with disabilities are not interrupted when they transition from Preschool Early Intervention programs to our school-age programs.

The Northern Tioga School District offers a full range of special education programs and related services designed to meet the individual needs of eligible students, and ensure both physical and programmatic access. District-operated Learning Support, Life Skills Support, Autistic Support, Multi-Disabled Support, and Emotional Support programs are available within the district for students found to be eligible and in need of such services. Related services, including Speech and Language Support, Occupational Therapy, Physical Therapy, Nursing, and Psychological Counseling are also available. For students found to be in need of Orientation and Mobility services, Blind and Visually Impaired services, and/or Deaf and Hard-of-Hearing services, the district has found the support and assistance of BLaST IU 17 to be incredibly valuable. BLaST IU 17 also provides the district with technical and consultative services in the areas of assistive technology, transition services, autism, functional behavioral assessment, and professional development.

The Northern Tioga School District ensures the smooth transition from the home setting and any early childhood care or educational setting to the school setting in a variety of ways, including: Each spring, during Kindergarten registration which is held in each building, the incoming students and their parents participate in activities which provide them with an orientation to the building (building tour, meeting with principal, school nurse, Title I teachers, and other staff members) and the students participate in screening activities with the kindergarten teachers. Later in the spring, each school schedules a kindergarten visitation day in which the incoming students spend a 1/2 day in a kindergarten classroom, and participate in a variety of activities with a kindergarten teacher which simulates a typical school-day. Finally, each fall just prior to the start of the school year, each elementary school conducts a Meet-the-Teacher night for Kindergarten students and their parents. This provides yet another opportunity for the students and their parents to meet with the kindergarten teacher and other school staff, and provide for a smooth transition from the home setting and any early childhood care or educational setting to the school setting.

## 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	Developing

<b>A robust supply of high quality aligned instructional materials and resources available</b>	Accomplished
<b>Accessibility for students and teachers is effective and efficient</b>	Accomplished
<b>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</b>	Developing

Provide explanation for processes used to ensure Accomplishment.

NTSD continues to work to align and scaffold learning progressions that progresses level to level and demonstrates relationships among fundamental concepts and skills.

#### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

NTSD continues to work to align and scaffold learning progressions that progresses level to level and demonstrates relationships among fundamental concepts and skills.

#### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

NTSD continues to work to align and scaffold learning progressions that progresses level to level and demonstrates relationships among fundamental concepts and skills.

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	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.  
 NTSD continues to work to align and scaffold learning progressions that progresses level to level and demonstrates relationships among fundamental concepts and skills.

### *SAS Incorporation*

#### Elementary Education-Primary Level

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

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

Further explanation for columns selected

With the implementation of the Common Core in Pennsylvania NTSD is working to align curriculums to the Common Core and Pa Common Core.

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

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

<b>and Technical Subjects</b>	Implementation
<b>Common Core Standards: Mathematics</b>	Implemented in 50% or more of district classrooms
<b>Economics</b>	Full Implementation
<b>Environment and Ecology</b>	Full Implementation
<b>Family and Consumer Sciences</b>	Implemented in 50% or more of district classrooms
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Full Implementation
<b>History</b>	Full Implementation
<b>Science and Technology and Engineering Education</b>	Full Implementation
<b>Alternate Academic Content Standards for Math</b>	Full Implementation
<b>Alternate Academic Content Standards for Reading</b>	Full Implementation
<b>American School Counselor Association for Students</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Full Implementation
<b>School Climate</b>	Full Implementation

Further explanation for columns selected

With the implementation of the Common Core in Pennsylvania NTSD is working to align curriculums to the Common Core and Pa Common Core.

#### **Middle Level**

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Full Implementation
<b>Career Education and Work</b>	Implemented in 50% or more of district

	classrooms
<b>Civics and Government</b>	Full Implementation
<b>Common Core Standards: English Language Arts</b>	Implemented in 50% or more of district classrooms
<b>Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>Common Core Standards: Mathematics</b>	Implemented in 50% or more of district classrooms
<b>Economics</b>	Full Implementation
<b>Environment and Ecology</b>	Full Implementation
<b>Family and Consumer Sciences</b>	Full Implementation
<b>Geography</b>	Full Implementation
<b>Health, Safety and Physical Education</b>	Full Implementation
<b>History</b>	Full Implementation
<b>Science and Technology and Engineering Education</b>	Full Implementation
<b>Alternate Academic Content Standards for Math</b>	Full Implementation
<b>Alternate Academic Content Standards for Reading</b>	Full Implementation
<b>American School Counselor Association for Students</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Full Implementation
<b>School Climate</b>	Full Implementation
<b>World Language</b>	Full Implementation

Further explanation for columns selected

With the implementation of the Common Core in Pennsylvania NTSD is working to align curriculums to the Common Core and Pa Common Core.



### High School Level

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Full Implementation
<b>Career Education and Work</b>	Full Implementation
<b>Civics and Government</b>	Full Implementation
<b>Common Core Standards: English Language Arts</b>	Implemented in 50% or more of district classrooms
<b>Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>Common Core Standards: Mathematics</b>	Implemented in 50% or more of district classrooms
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Full Implementation
<b>Family and Consumer Sciences</b>	Full Implementation
<b>Geography</b>	Full Implementation
<b>Health, Safety and Physical Education</b>	Full Implementation
<b>History</b>	Full Implementation
<b>Science and Technology and Engineering Education</b>	Full Implementation
<b>Alternate Academic Content Standards for Math</b>	Full Implementation
<b>Alternate Academic Content Standards for Reading</b>	Full Implementation
<b>American School Counselor Association for Students</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Full Implementation

<b>School Climate</b>	Full Implementation
<b>World Language</b>	Full Implementation

Further explanation for columns selected

With the implementation of the Common Core in Pennsylvania NTSD is working to align curriculums to the Common Core and Pa Common Core.

### *Current Technology Services*

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

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

The Northern Tioga School District currently has a very strong network infrastructure. We have a fiber optic WAN that connects our 4 district buildings at gigabit speeds, and provides Internet connectivity. We also have gigabit connections to each wired workstation. We have a centrally managed wireless LAN that has good coverage in each building. The district has a fully implemented Microsoft Active Directory server/client infrastructure and an integrated Microsoft Exchange email system.

The district has a projector and interactive whiteboard in nearly every classroom, with plans to implement them in the remaining rooms over the next 3 years. We also have a very high student to device ratio which allows many teachers to frequently implement technology into their educational strategies.

Areas of weakness in the district would include: The aging Classrooms for the Future devices that need replacement, Wireless network coverage- We need more access points in order to have excellent coverage and capacity, rather than just good, as we continue to implement and use new technologies, many of which are wireless.

### *Future Technology Services*

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

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

The Technology Department seeks to provide stable and reliable connections to our internal network resources, sufficient capacity to the Internet, and provide access to computing devices and software that have been shown to be effective in a classroom environment. We use both traditional notebook and desktop computers as well as newer devices such as iPads and Chromebooks. Many of these newer devices require universal and reliable wireless LAN coverage. We will need to improve our wireless network coverage by adding more access points to our already strong network infrastructure. We have a five year hardware replacement cycle in place, and are currently in year three.

The hardware replacement cycle is evaluated on a yearly basis. It is adjusted according to unexpected needs, budgetary constraints, and the emergence of new technologies. In order to be aware of how new and emerging technologies can be implemented in the classroom, the district will send delegates to conferences that showcase these technologies. We also have quarterly meetings of Technology Steering Committee (composed of tech staff and select teachers) to discuss and evaluate current and upcoming technologies and how they can be implemented throughout the Northern Tioga School District.

## Professional Education

### *Characteristics*

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
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,	X	X	X	X

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

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

The NTSD Differentiated Supervision plan was board approved on May 21, 2007 and has been accepted by PDE. As Pennsylvania implements the Teacher Effectiveness Tool the observation piece will account for 50% of a teacher's evaluation. This will come from our differentiated supervision plan that is built on the Danielson framework. Given this fact, our evaluation system at NTSD holds educators accountable for the following Danielson domains: 1. Planning and Preparation, 2. Classroom Environment, 3. Professional Responsibilities, and 4. Instruction. The weight of each domain follows PDE regulations. NTSD will ensure that educators are meeting the selected characteristics through supervising and evaluating using the Danielson framework and the overall score on the Teacher Effectiveness Tool.

#### **TENURED TEACHERS: Formal Observation Process—Once Every Four Years:**

Each tenured teacher will be formally evaluated once within a four-year cycle. The evaluation process will include one announced and one unannounced observation. The announced observation is a three-fold process:

A **pre-observation conference** will be held one to three days before the observation. To the pre-observation conference, the teacher will bring a copy of the lesson plan and responses to the questions listed under Domain 1 on the *Teacher Effectiveness Process Form*. The **Observation Conference** will begin with the observer arriving for the lesson. The evaluator will provide the teacher a completed observation form within 24 hours of the observation citing evidence for Domains 2 and 3. The **Post-observation conference** will be held in a reasonable timeframe after the observation. Prior to the post conference, the teacher will submit to the building principal, a completed copy of the self-assessment rubric, return observation form citing any additional evidence, and responses to the questions listed under Domain 4 on the *Teacher Effectiveness*

*Process Form.* At the post-observation conference, the self-assessment rubric will be reviewed with the building principal. The evaluator notes the components of agreement and then invites the teacher to take the lead in discussing the other components where agreement does not occur. The building principal has the final say when the parties cannot come to agreement. An area of improvement will be identified and monitored throughout the remainder of the year.

An unannounced observation will also occur. This observation will not formally be written up unless the teacher's performance necessitates such. If the observation becomes formal, the teacher will conference with the building principal; the self-assessment rubric may change as a result of the unannounced observation. A building principal reserves the right to place a teacher on a Performance Improvement Plan with Intensive Supervision. At the end of the school year, the building principal completes PDE's *Classroom Teacher Rating Tool Form* and submits to PDE and the District Office.

### **DIFFERENTIATED SUPERVISION – THREE OUT OF FOUR YEARS:**

Tenured teachers not being formally evaluated will be under Differentiated Supervision. Each teacher in this category is required to submit his/her *Differentiated Professional Development Plan* (Form DP) on or before October 1 of the current school year. All differentiated supervision plans must be aligned to the Danielson's *Framework for Teaching*. Each teacher under differentiated supervision will submit a reflection paper to the building principal and conference with him/her at the end of each semester. While formal observations may not occur in Differentiated Supervision, informal observations will occur throughout the school year. A building principal reserves the right to remove a teacher from Differentiated Supervision at any time and place the teacher under Formal Observation or assign the teacher to a Performance Improvement Plan with Intensive Supervision.

### **NON-TENURED TEACHERS (Years 1-3):**

A non-tenured teacher will be formally observed four times per school year. Each semester, one will be announced and follow the formal observation plan as outlined under *Tenured Teacher*. The other observation during the semester will be unannounced, observation form completed, and a post-conference with the teacher. The district's *Structured Evaluation Summative Form* (Form S) will be completed twice per year and forwarded to the Superintendent's Office for placement in the teacher's personnel file. The rubric used for the observations will be maintained in the Principal's Office. A building principal reserves the right to place a teacher on a Performance Improvement Plan with Intensive Supervision.

### **NEWLY HIRED TEACHERS WITH TENURE FROM ANOTHER DISTRICT:**

Teachers in this category will follow the same procedures as a non-tenured teacher for the first year.

## **PERFORMANCE IMPROVEMENT PLAN WITH INTENSIVE SUPERVISION**

A teacher receiving an unsatisfactory rating or placed on a performance improvement plan by his/her building principal shall undergo intensive supervision. Form S, *Structured Evaluation Summative Form*, will be used to evaluate the progress of the teacher under intensive supervision. To assist in the process, a Professional Assistance Remediation (PAR) Team will be formed by the building principal. The PAR Team is composed of the building principal, district level administrator and/or supervisor and a peer if so desired by the employee. The building principal will write an intensive support action plan (Form IS) with input from the PAR team. The PAR team will work with the teacher to identify specific intervention strategies and develop an appropriate timeline for improvement. Members of the PAR team will meet regularly with the faculty member to monitor progress, and if necessary, adjust the remediation plan. The team will work together to correct identified deficiencies.

### *Strategies Ensuring Fidelity*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

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

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

All administrators at NTSD participate in professional development and lead the implementation at the building level.

NTSD utilizes the Learning Focused Schools framework. Part of the framework includes a monitoring for achievement component including 5 x 5's, reflection meetings, and walk throughs, in addition monitoring occurs with the teacher evaluation system that will be implemented in the 2013-14 school year. The district also has seven instructional coaches that support teaching and learning in the district. They are available for formal training and embedded support to increase instructional effectiveness.

NTSD seeks quality professional development presenters. Discussions take place identifying the professional development needs and what type of presenter is needed. References are reviewed and reputable professional development providers are sought to deliver the districts professional development. After training NTSD educators complete an evaluation rating the presentation. Adjustments in professional development are made as needed.

As part of Federal Programs, Title I NTSD administers a needs assessment survey to all K-6 faculties to identify professional development needs. This survey can be expanded grades 7-12. The NTSD Professional Development Committee has two elected teachers from each school and administrators that also provides suggestions for professional development. Several members on

the Professional Development Committee also served on the eStrategic plan and now are part of the Comprehensive Plan Committee.

Over the years NTSD has looked at Adequate Yearly Progress (AYP) as one measure to evaluate the impact of professional education on student learning. With the implementation the Teacher Effectiveness Tool and the School Performance Profile we will be able to review data to further evaluate teaching practices and student learning. Each professional development activity also has an evaluation which is reviewed at the central office level. A professional development committee comprised of teachers across the district also provide suggestions and feedback. NTSD has several instructional coaches in each attendance area that also provide recommendations to the administration to guide professional development.

NTSD intends to set clear expectations in terms of teacher practice. This is part of the Learning Focused Framework and is a current and future goal for the instructional leadership team.

In addition, our comprehensive school wide and district plans have revealed the need to focus more on data to make instructional decisions. This falls under the strategy, "professional development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening." This will be an overall goal as a result of the comprehensive planning process.

### *Induction Program*

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



- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will continue to use the district's Induction Plan. The overarching goals are as follows: 1. Ease new teachers transition into teaching
- Inductees will Improve Teacher Effectiveness.
- Inductees will promote the climate and culture of Northern Tioga School District.
- NTSD will maximize the retention of highly qualified teachers.

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

As part of the Induction Plan new teachers are assigned a mentor. NTSD has established criteria for the selection of mentors. Mentors have a detailed induction manual that specifies goals and actions must be discussed with a timeline for discussing the activities and topics. Inductees complete a needs assessment identifying what they anticipate needing support with. Mentor teams are comprised of core group members including the building administrator, mentors and inductees. The team is to provide a supportive and professional growth environment for the inductee(s). A journal is maintained with key ideas gained through collaborative discussion. It is recommended to use nondirective, collaborative and directive approaches when sharing with new teachers. (Glickman, C. (1990). *Supervision of instruction: A developmental approach* (2nd ed.). Boston: Allyn and Bacon.)

New inductees are under the structured evaluation process and are observed once every nine weeks and rated once each semester. New teachers will also

receive a Teacher Effectiveness Tool rating in 2013-14 that will not include teacher specific data.

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

All strategies were selected and relate to our teacher evaluation process and the Teacher Effectiveness Tool based on the Danielson framework.

### *Needs of Inductees*

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

- The NTSD Induction Plan has a mentor manual that is used to document the Induction process.

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

The NTSD Induction Plan provides a timeline for all activities and topics that relate to the characteristics selected above.

The "inductee portfolio" is the submission of the Induction packet/manual to the Building Administrator and Superintendent at the completion of the school year.

The detailed goals of the Induction Plan are as follows:

### **Activities and Topics**

#### Planning and Preparation

##### GOAL PP1

Organizing the classroom and materials for efficient use of time and space.

- 1) The mentor will make suggestions to the inductee.
- 2) The inductee may request to attend classroom management courses offered by any number of Universities, IU and/or NTSD Administration.

##### GOAL PP2

Establishing techniques for handling non-instructional tasks.

- 1) The mentor/principal will make suggestions to the inductee.

##### GOAL PP3

Planning for and teaching to individual student skills and abilities.

- 1) The mentor will make suggestions to the inductee.
- 2) Test taking skill materials.
- 3) Instructional Support Materials and teacher services.

#### Classroom Environment

##### GOAL CE1

Establishing and monitoring teacher expectations for student behavior.

1) The mentor/principal will make suggestions to the inductee.

### GOAL CE2

Establishing classroom procedure for student behavior.

1) The mentor/principal will provide an overview of district/building procedures for classroom management and make suggestions to the inductee concerning procedures for the first day during inductee orientation.

### GOAL CE3

Establishing affirmative techniques for classroom discipline.

- 1) Managing inappropriate behavior will be discussed with the mentor/principal.
- 2) Management strategies will be provided.

### GOAL CE4

Establishing positive student-teacher relationships.

- 1) The mentor/principal will make recommendations as to acceptable relations.
- 2) The mentor/principal will provide examples where student-teacher relations would jeopardize employment.

### GOAL CE5

Implementing a general model for effective direct instruction.

- Set up the daily lesson with students
- Presentation of new content and/or skills
- Guided student practice of concepts with checkpoints
- Feedback and corrective measures
- Independent student practice
- Weekly and monthly reviews

- 1) The mentor will discuss the above techniques with the inductee, and then observe it as it is implemented by the inductee.
- 2) Courses on effective instruction.

### GOAL CE6

Implementing alternative models of instruction.

1) The mentor will make suggestions to the inductee such as Differentiated Instruction and Multiple Intelligence Theory.

#### GOAL CE7

Utilizing effective questioning strategies and wait time(s).

1) The mentor will make suggestions to the inductee.

#### GOAL CE8

Utilizing diagnostic/prescriptive teaching.

- 1) The mentor will make suggestions to the inductee.
- 2) Reading and Writing in Content Areas; Courses at the Pennsylvania State University and/or other colleges/universities.
- 3) Progress Monitoring and Response to Intervention (RTI).

#### Instructional Delivery

##### GOAL ID1

Organizing for effective instruction.

- 1) The mentor/principal will make suggestions to the inductee regarding instructional planning.
- 2) Time management programs will be utilized.

##### GOAL ID2

Motivating individual students through verbal and non-verbal behavior.

- 1) The mentor will make suggestions to the inductee about specific programs.

##### GOAL ID3

Adjusting instruction to different teaching and learning styles.

- 1) The mentor will make suggestions to the inductee.
- 2) Programs on learning and teaching styles.

##### GOAL ID4

Giving immediate, specific and accurate feedback to students.

- 1) The mentor will make suggestions to the inductee.
- 2) Setting high expectations and scoring rubrics.

### Professionalism

#### GOAL P1

Building a professional relationship between the inductee and the mentor teacher.

- 1) Inductee Orientation — Mentor Teacher and Inductee Training Session (one day program scheduled by the Superintendent prior to the opening of school).
- 2) Time for mentor and inductee to meet during the school day throughout the induction process.

#### GOAL P2

Becoming acquainted with the special services the District has to offer and how to request those services.

The Inductee Orientation will include information about the following:

- 1) The Special Education Program
- 2) The enrichment program for gifted students
- 3) Health services and personnel
- 4) Testing procedures, student assessment
- 5) Referral procedures
- 6) Title 1 Federal Programs
- 7) Multi-disciplinary team/IST meeting procedures
- 8) Guidance services and personnel
- 9) At-Risk Student Services, Student Assistance Programs
- 10) Librarian and Libraries

#### GOAL P3

Monitoring district policies and state regulations that affect the rights and responsibilities of teachers.

- 1) Inductee Orientation: The Superintendent or designate will present a general overview of the curriculum.
- 2) Inductee Orientation: The Superintendent or designate will review the Code of Professional Practice and Conduct for Educators with the inductees. The inductees will be provided with a copy of the code so they may refer to it at any time.
- 3) Inductee Orientation: Local Association President or PD Chair will present

information on liability insurance, negotiations, collective bargaining, certification (Act 48), and evaluation/rating.

4) Mentor teacher and inductee meeting will continue to develop the inductee's understanding of district policies and state regulations.

#### GOAL P4

Learning about district policies that deal with public relations and community expectations.

1) Inductee Orientation: The Superintendent will present district policies.

#### GOAL P5

Learning about expectation of building principal's policies unique to the building.

1) Inductee Orientation: The mentor teacher and inductee will spend time at the building site.

2) Attend faculty and/or grade level meetings throughout the induction period.

#### GOAL P6

Learning about the characteristics of the school population and community.

#### GOAL P7

Establishing positive parent-teacher relationships.

1) The mentor/principal will make suggestions to the inductee.

2) Programs on conferencing.

3) Current parent-teacher conferencing videos.

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

All strategies were selected.

#### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.

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

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

The building principal identifies a mentor teacher appropriate for the inductee/assignment. If needed an administrative discussion regarding selection occurs to discuss the selection of the mentor (i.e. teachers who are shared between buildings, special education teachers, etc.)

NTSD Induction Plan:

### **MENTOR SELECTION**

Mentor teachers are selected from expedited, certified teachers who are identified as successful, effective classroom teachers and who exhibit the following characteristics:

- 1) Project a professional image
- 2) Are generally positive in their approach to fulfilling the responsibilities of teaching



- 3) Are willing to share and lend support
- 4) Are in the same building, if possible, as the new teacher they are to support
- 5) Have demonstrated competence in instruction, organization, planning, classroom management, and interpersonal skills

Mentor Teachers are selected as follows:

The building principal will identify a mentor teacher appropriate for the inductee/assignment.

### **Functions of Mentors**

- 1) Act as a support and resource person for the new teacher
- 2) Participate in mentor training and other professional development programs related to the induction process as appropriate
- 3) Help new teachers to identify most immediate and pressing needs
- 4) Serve as a sounding board for the new teacher
- 5) Meet and interact with the new teacher on a regular basis

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

All strategies were selected and part of the NTSD Induction Plan.

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

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

If necessary, provide further explanation.

NTSD TIMELINE OF ACTIVITIES AND TOPICS

August: Inductee-Mentor Orientation Day

August/September: Principal/Mentor/Inductee

- 1) Introduction of Staff
- 2) District Mission Statement, Goals, Strategic Plan
- 3) School Calendar
- 4) Induction Plan
- 5) District Forms and Office Services
- 6) Special Services
- 7) Curriculum Resources and Development
- 8) Professional Code of Conduct
- 9) Professional Development Days
- 10) Union Rights and Responsibilities
- 11) Tour Individual Building and Work Areas
- 12) Talk with Building Principal
- 13) Student/Parent School Handbook
- 1) Building Policies/Forms
- 2) Enrollment
- 3) Student Groupings and/or Schedules
- 4) Emergency Health Cards
- 5) School Insurance
- 6) Free and Reduced Lunch
- 7) Attendance Policy & Procedures
- 8) Opening Exercises (Homeroom)
- 9) Grading System — Record Keeping
- 10) Opening Day Checklist
- 11) Substitute Lesson Plans
- 12) Complete Needs Assessment for Induction Plan
- 13) Classroom Supplies
- 14) Building Requisition Forms
- 15) Discipline Policy
- 16) Planned Course/Curriculum Guide
- 17) Calling in sick
- 18) Fire Drill/Emergency Procedures
- 19) Homework Policy
- 20) Channel One (Secondary)
- 21) Fringe Benefits/Payroll Procedures
- 22) Required Forms for Employment
- 23) Contract
- 24) Non-teaching Duties (i.e. cafeteria, hall, etc.)
- 25) Intermediate Unit Services (speech, hearing, psychological)
- 26) Computer Access/Usage
- 27) Mandatory Meetings
- 28) Effective Instructional Planning

October:

- 1) Parent Conferences
- 2) Professional Development Procedures
- 3) AV Resources/Media Services
- 4) Clerical Service
- 5) Observation/Evaluation (Teacher/Principal)
- 6) Progress Reports/Report Cards/Interim
- 7) Office Machines/Operation
- 8) Classroom Management
- 9) Janitor/Maintenance Service
- 10) Open House
- 11) Feedback to Students

November:

- 1) Holiday Presentations (religion, parties and Wellness Policy, decorations)
- 2) Counseling and Confidential Information
- 3) Parent/Teacher Organizations
- 4) Referral Process
- 5) Credit Reimbursement Course Work
- 6) Federal Programs
- 7) Emergency Days
- 8) Student Assessment/Questioning Techniques/Testing
- 9) Classroom Management
- 10) Library Services
- 11) Diagnostic/Prescriptive Teaching

December:

- 1) Motivation of Students
- 2) Vocational Education
- 3) Record Keeping- Review
- 4) Professional Journals/Organizations
- 5) Budget Process (requisitions)
- 6) Educational TV
- 7) Extra-Curricular Positions
- 8) Accident Reports
- 9) School Closings/Delays

January:

- 1) Field Trip Procedures
- 2) Course Planning/Selection
- 3) Athletic Code of Conduct and District Policy

- 4) Athletic/Extra-Curricular
- 5) District Line of Communications
- 6) Standardized Tests (PSSA, DIBELS, etc.)
- 7) Emergency Management Plan
- 8) Guidance Services
- 9) Permanent Records/Teacher File
- 10) Board Policy Manual
- 11) Complete Mid-Year Evaluation of Induction Program

#### February:

- 1) Special Education and Gifted Programs
- 2) Extra Activities/Clubs
- 3) Textbook Cycle and Replacement Policy
- 4) PSSA Assessment Anchors
- 5) Health Services
- 6) Reading Teachers/Groupings
- 7) Curriculum Leaders
- 8) Course Sign Up Form for Reimbursement/Credits
- 9) Personal Days
- 10) Promotion/Retention Policy
- 11) Summer School

#### March:

- 1) Finances- Handling Student Moneys
- 2) Chaperon Activities
- 3) Use of School Equipment/Repairs
- 4) Use of Computer- Classroom/Self
- 5) Classroom Management

#### April:

- 1) Evaluations of Student Achievement
- 2) Exams, Failures, Promotions, Retention
- 3) Textbook Inventory
- 4) Equipment/Supply Inventories
- 5) Summer Salary (lump sum payment)
- 6) Summer Address

#### May:

- 1) Evaluation of Induction Program
- 2) Teacher Motivation/Self Image
- 3) Complete Paperwork for Induction Program
- 4) Submit Induction Paperwork Prior to Deadline

- 5) End of Year Procedures
- 6) Closing Your Classroom

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

NTSD Induction Plan:

### **EVALUATION AND MONITORING**

Planning is ongoing and includes evaluation and refinement of the program. Ultimately, all evaluation revolves around the effectiveness of promoting professional growth in the inductee. In addition to information gathered on the mid-year and final evaluation surveys, the following questions will be asked at an end-of-year meeting of the District Induction Committee, mentor(s) and inductee(s):

- 1) Did the Committee function appropriately? Were there any problems in performing duties?
- 2) Are any revisions of the plan based on the final program evaluation?
- 3) Were there any problems securing mentors? Were there any problems selecting mentors?

Consultation will be held between mentors and inductees throughout the year to identify concerns and needs. As concerns and needs are identified, activities will be developed to meet them.

The mentors will do monitoring to identify strengths and weaknesses of the inductee. Results of observations will be used to develop activities for the inductee. The observation is not an evaluation relevant to DEBE 5501 or PDE 426 forms.

Ongoing program evaluation will occur using data from the inductee needs assessment that will be completed by the inductee. Information will be used to provide both formative and summary program evaluations.

The following Evaluation of Program Survey will be completed by both the mentor and the inductee:

Mentor : \_\_\_\_\_ (            ) Midyear Evaluation  
 Inductee: \_\_\_\_\_ (            ) Final Evaluation  
 Date: \_\_\_\_\_

Please answer the following questions in concise statements. All information,

including your name, is confidential and will be used solely to evaluation the Induction Program.

- 1) How often do you meet with your teammate?
- 2) Do you have sufficient time to meet?
- 3) Are you able to meet in what you feel is an appropriate setting?
- 4) Are you having difficulties in scheduling meetings? If so, have you notified your immediate supervisor?
- 5) In what areas are you receiving the most help?
- 6) In what areas do you or your teammate plan further work?
- 7) What do you wish you had known before the start of the Induction Program?
- 8) Are you aware that you may request released time to observe one another? Have you done so? What difficulties, if any have you encountered?
- 9) How has the Induction Program contributed to your professional growth?
- 10) How have the District Professional Development Days contributed to your growth?

Inductees also sign a Certificate of Completion (provided below)

#### **PARTICIPATION AND COMPLETION**

Throughout the course of the school year, a portfolio of artifacts is maintained that contains evidence of completed activities. Agendas and attendance sheets for all meetings are maintained. In addition, four satisfactory classroom observations must be completed by the administrator in-charge of the Induction Program. Upon completion of all induction program activities, a Certificate of Completion is awarded to each inductee. A copy of this certificate is placed in the personnel file of each inductee.

#### **Certificate of Completion**

We, the undersigned agree that \_\_\_\_\_  
has completed all requirements of the Induction Program for the First Year/New Teacher in the Northern Tioga School District.

**Inductee:**

**Date:**

**Support/Mentor  
Teacher:**

**Date:**

**Principal:**

**Date:**

**Superintendent:**

**Date**

#### *Recording Process*

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

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

## **Special Education**

### *Special Education Students*

Total students identified: **317**

### *Identification Method*

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

The Northern Tioga School District considers four factors in determining eligibility for a Specific Learning Disability. The first factor involves determining if the student is not achieving adequately for the child's age, or is not meeting state approved grade level standards. Sources of data to document lack of achievement may include results of benchmark assessments and progress monitoring, such as DIBELS, as well as the student's performance on district-wide assessments including the TerraNova. In addition, performance on statewide tests of achievement, including the PSSA is taken into account. Performance on individually administered, norm-referenced tests of achievement is considered in determining the eligibility of a student with a specific learning disability. For each of these measures, a student must be significantly below the performance level considered acceptable for the student's age or grade level. For benchmark and progress monitoring assessments, such as the DIBELS and Study Island, a score in the at-risk/deficit range is considered

significant. On district and statewide assessments, performance below the proficient range (basic, below basic) or a score at or below the 10th percentile is considered significant. For norm-referenced tests of achievement a score two or more grade levels below the student's actual grade level or a score at or below the 10th percentile is considered significant. Multiple sources of data referenced to national norms and/or state standards as well as the student's educational progress across years in school is documented and used in the determination of a specific learning disability.

In addressing the second criterion, the Northern Tioga School District uses a discrepancy model for determining a specific learning disability. An analysis of strengths and weaknesses is used to determine whether the student has a severe discrepancy between intellectual ability and achievement, or whether the student has a severe discrepancy relative to age or grade level. In determining whether a student has a severe discrepancy between intellectual ability and achievement, norm-referenced tests of intelligence and achievement are individually administered. A student's scores are analyzed using a predicted-difference model and any ability-achievement discrepancies are considered significant at the .05 level. In addition to displaying an ability-achievement discrepancy, a student must also be achieving significantly below age or grade level standards, as defined in the first criterion.

The third criterion for determining whether a student qualifies with a specific learning disability is documentation that the student's identified academic deficits are not the result of the exclusionary factors. Exclusionary factors include: visual impairments; hearing impairments; orthopedic disabilities; intellectual disabilities; emotional disturbance; cultural factors; limited English proficiency; and environmental or economic disadvantages. Vision and hearing screenings or evaluations may be reviewed to determine possible visual and auditory factors contributing to the student deficits. Input and assessment from a physical and/or occupational therapist may be considered if there are concerns regarding a possible orthopedic impairment. Intellectual disabilities are ruled out through the administration of standardized tests of intellectual ability and adaptive behavior assessments. Observations, parent and teacher input, and behavior rating scales are utilized if emotional and/behavioral concerns are possible factors contributing to the student's educational difficulties. In determining whether or not cultural factors, limited English proficiency, and environmental or cultural factors are impacting a student's academic performance and achievement, input provided by the student's parent(s) or guardian(s) is considered.

The fourth criterion involves determining whether academic difficulties are the effect of a lack of instruction rather than the result of a specific learning disability. In assessing the provision of appropriate instruction, the building administrator's satisfactory evaluation of teacher performance through classroom visits and formal evaluations is considered, as well as a determination of whether the student received appropriate instruction in the areas of reading and math. In



addition, prior to referral, each student receives intervention services. Building level teams, including the building principal, a special education teacher, a general education teacher, and other staff members as appropriate, along with the parent, define concerns, review student progress, implement research-based interventions, and review progress through repeated assessments. A referral for a multi-disciplinary evaluation may be made if progress toward established goals is found to be insufficient.

### *Enrollment*

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

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

The committee has reviewed the Special Education Data Report and has determined that there are no significant disproportionalities indicated.

### *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?

There are no 1306 facilities located within the Northern Tioga School District.

### *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).

There are no facilities for incarcerated students located within the Northern Tioga School District. However, the Northern Tioga School District works closely with the Tioga County Department of Probation, the Tioga County Department of Human Services, and the local authorities. When a student is involved with the legal system and plans are to remove the student from the home and/or district, representatives of the district are contacted by the Juvenile Probation Officer, the Juvenile Probation Supervisor, and/or the CASSP Coordinator. Relevant and requested records are provided to the receiving facility, and district staff participate in the educational planning team meetings, representing the school district, while the student is incarcerated 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 and appropriate public education (FAPE).

### *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 Northern Tioga School District is committed to providing a high quality and meaningful education to all students within the least restrictive environment. The District ensures, to the maximum extent appropriate, that children with disabilities are educated with their nondisabled peers and that removal from the regular education environment occurs only when education in that setting with supplementary aides and services cannot be achieved in a satisfactory manner. In an effort to provide instruction to the fullest extent appropriate within the regular education setting, all members of the staff collaborate to ensure that all supplementary aids and services are considered and attempted prior to considering educational supports and services outside of the regular education class and curriculum. The IEP format (Section VII. A) provides prompts and guidance to consider and discuss through the documentation of needed specially designed instruction for each student, as well as, the documentation and justification of the extent to which the student will not participate in the regular class or general education curriculum. In addition, all administrators and staff members have received professional development regarding Supplementary Aids and Services. The vast majority of eligible students in the Northern Tioga School District receive supports and accommodations within the regular class

and curriculum, provided through frequent collaboration between general education teachers and special education teachers and/or related service providers. This is also accomplished within the district through the practice of "team teaching" and "push-in" instructional approaches.

The Northern Tioga School District has made significant progress towards improving the percentage of students identified with an educational disability who are educated inside the regular education class less than 40% of the time from 17.8% during the 2006-2007 school year to 9.0% during the 2010-2011 school year, which is below the state average. This improvement has been accomplished while maintaining the percentage of special education students who receive services inside the regular education setting for more than 80% of the time (2010-2011 = 79.1%), which is significantly higher than the state average (61%) and the SPP Target (65%).

The Northern Tioga School District has sent a team to the LRE Retreat in State College, PA, has completed and reviewed the District Level Needs Assessment, has completed Building Level Needs Assessments with technical assistance and facilitation from IU 17 representative, has had administrators attend professional development opportunities including Supporting Inclusive Practices: The Role of the Administrator provided by PaTTAN, has presented the Inclusive Schools DVD to the NTSD Board of Directors, Administrators, and staff at each building, and has held staff meetings at each building to provide an overview of Supplementary Aids and Services. The District has also approved a number of conference requests for teachers, including, "Successful Co-Teaching" trainings provided by the Bureau of Education and Research, and the PDE Annual Conference: Educational Practices That Work. Finally, the District has implemented a comprehensive multi-year professional development plan which provides training and support for all staff on the Learning Focused Schools initiative. The district also utilizes a pre-referral system containing elements of the Pennsylvania Response To Instruction and Intervention (RtII) framework, including universal screening and access to quality, standards-aligned core instruction, support, and data-based decision making. All of these endeavors contribute to the improved performance of all students in the regular education class and curriculum.

The Northern Tioga School District also utilizes technical assistance consultants to provide relevant trainings through an annual Special Education Summer In-Service and through various training opportunities throughout the school year. Recent trainings have included: Educational Benefit Review (EBR) Process Training; Supplementary Aids and Services (SaS) Consideration Toolkit Training; Non-Violent Crisis Intervention and Restraint Training; Review of the Restraint Reporting System; IEP Writing/Development; Transition Planning; Proper Goal Writing and Progress Monitoring; Ability Awareness; and Parent Involvement Training.

The Northern Tioga School District will continue its commitment to provide instruction to all students, to the fullest extent appropriate, within the regular education setting through on-going trainings, workshops, and conferences provided by the IU, PaTTAN, district personnel, and other agencies as appropriate.

### *Behavior Support Services*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it. The Northern Tioga School District continues to be committed to supporting students with behavioral needs in the least restrictive environment. Policy 113.2 on Behavior Support clearly states that the district believes in the use of positive behavior support techniques and is designed to enable students with Individualized Education Programs who need a Behavior Support Plan to obtain a Free Appropriate Public Education within the Least Restrictive Environment. The policy clearly defines the terms: aversive techniques, behavior support, positive techniques, and restraints. It states that positive rather than negative measures shall form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment and the unreasonable use of restraints or other aversive techniques. The policy outlines models and techniques that focus on prevention, correction, and control of misbehavior, and treatment. The policy clearly states that restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. Furthermore, the policy prohibits the use of prone restraints and seclusion.

The Northern Tioga School District provides a variety of trainings and supports for school personnel to assist with behavior management and behavior support, including APL Training and Crisis Prevention Institute: Non-Violent De-escalation and Restraint Training to all staff. Other training and workshop opportunities are also made available to staff throughout the year, as offered by IU 17, PaTTAN, and other agencies. Select related service personnel, including the school psychologists and the elementary and secondary social workers have also attended trainings regarding Functional Behavioral Assessments and Developing Positive Behavior Support Plans. The district also draws upon the expertise of the Behavior Consultants through IU 17, and consults with outside behavioral health agencies regarding specific students when appropriate. In April, 2013 the principal and staff of Clark Wood Elementary School, along with select central office personnel, began receiving training on School-Wide

Positive Behavior Support, with the goal for initial stages of implementation of SWPBS at Clark Wood beginning in the fall of 2013. Pending successful implementation at Clark Wood, other schools in the district will begin the training and implementation process.

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

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

The Northern Tioga School District regularly collaborates with BLaST IU #17 and the Tioga County CASSP Coordinator, and requests CASSP Team Meetings when necessary to assist in finding educational services and placements for hard to place students with disabilities. Several years ago, the three school districts in Tioga County worked collaboratively with BLaST IU #17, Tioga County Department of Human Services, and Laurel Behavioral Health Services to develop a Partial Hospitalization Program to better serve the students in the county in need of such support. Concern Treatment has since replaced Laurel Behavioral Health Services in this endeavor, yet each of the entities involved continue to collaborate. BLaST IU #17 also worked with the school districts in Tioga County to establish a secondary Autistic Support Program using the Competent Learner Model (CLM) in the county to assist in serving the growing population of students with significant educational, behavioral, and communication needs associated with their diagnosis of Autism/Asperger's Syndrome.

When the parent(s), the school district, and/or the CASSP Team recognize that a child's program or placement is not appropriately meeting his/her individual needs and the child has waited, or is likely to wait 30 days to get the services and/or placement needed, the district will report such information to the Bureau of Special Education by submitting an Intensive Interagency Initial Report. Fortunately, at the time of this report there are no identified gaps in the current programs, services, and educational placements within the district, and there is no plan of expansion of services at this time.

### *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 philosophy of the Northern Tioga School District that all students will be included in the Least Restrictive Environment continues to be one of the greatest strengths of the current Special Education Program. All students, whether identified with an educational disability, giftedness, or general education, are offered the best education possible based on their individual strengths and needs, and are provided the services and supports necessary to ensure that they make meaningful educational progress. To the maximum extent appropriate, students with disabilities are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular education setting occurs only when the nature and severity of the disability is such that education in the regular education classes, even with the use of supplemental aids and services cannot be achieved satisfactorily. Evidence of this philosophy can be found in the fact that 79.1% of the students in NTSD (compared to 61% statewide) receiving special education services are provided itinerant support in which they participate in the regular education class and curriculum greater than 80% of the school day, with special education services, supports, and accommodations provided by special education personnel primarily within the general education setting. In addition, only 9% of the students receiving special education services are inside the regular class for less than 40% of the time (compared to 9.6% statewide).

The Northern Tioga School District has also been able to offer a range of services when it is determined that the nature or severity of student's disability is such that education in the regular education classes even with supplemental aids and services cannot be achieved satisfactorily. Students can be provided with individual or small group instruction designed to reinforce class lessons, provide additional guided practice, and to allow for needed accommodations or adaptations as determined by the Individualized Education Program Team. Some students are provided services and programs outside of the regular education classroom, but in the regular school for most of the day, with some instruction provided in the regular education classroom for part of the day. Finally, there are opportunities for students to participate in special education classes within the regular school for the entire school day if necessary, with opportunities to participate in academic or non-academic and extra-curricular activities to the maximum extent appropriate.

Students in the Northern Tioga School District who are found to be eligible for, and in need of, Special Education Services are assigned to a type of support according to their educational needs, which may differ from their disability

category. Learning Support is available in each of the school buildings and is designed primarily to address the academic needs of the students. Speech and Language Support is available in each building and is designed to address primarily articulation, communication, and language development needs. Life Skills Support is available for students with significant cognitive and adaptive deficits requiring primarily instruction and experiences designed to develop functional academic and daily living skills. Emotional Support Programming is also available, and is designed to deliver primarily the regular education curriculum to students who require a great deal of structure and consistency, along with strategies and instructional approaches which can effectively address the student's emotional and behavioral needs. Multiple Disabilities Support is available, and is designed to provide educational experiences for students with cognitive and physical impairments, the combination of which causes such severe educational needs that they cannot be accommodated for in programs solely for one of the impairments. The district also provides Autistic Support Programming, designed primarily for students with developmental disabilities significantly affecting verbal and non-verbal communication and social interactions, which adversely affect their educational performance.

Through collaboration with BLaST IU#17, additional supports are available to students and the staff in the district, including Blind and Visually Impaired Support and Deaf or Hearing Impaired Support. Students with fine and gross motor development needs and/or sensory needs may receive direct and/or indirect services from an Occupational Therapist and/or a Physical Therapist which is available in each building. Counseling, behavior plan development, and consultation is regularly performed by district-employed school psychologists (2), school social workers (3), and or guidance counselors (4).

Faculty and staff are provided with a variety of professional development opportunities throughout the course of each year, with several full-days and several half-days of professional development built into the school calendar. Several professional development sessions over the past few years have focused on Learning Focused Schools (LFS) topics, including: Developing Student Learning Maps/Essential Questions; Developing Learning Lessons; Connecting Extended Thinking; Vocabulary; and Catching Kids Up. All staff (general education and special education) participated in these trainings and were responsible for demonstrating implementation of the skills and techniques acquired. Support staff also participated in several of the LFS trainings, which further emphasized the importance of the professional development and the application to all students. In addition, staff and faculty are encouraged to attend other relevant professional development opportunities as needed and available. For example, each year several special education staff members and general education staff members attend the Annual PDE Conference, as well as the Autism Conference. Trainings provided by BLaST IU #17 and PaTTAN are also available and attended by NTSD staff members. The district has provided several parent training opportunities over the years on topics including Secondary Transition Process and Behavior Management, for example, and

have distributed notices to parents to encourage their participation in other local/regional opportunities such as the Parent Task Force (monthly meetings at the IU), Protecting Our Youth - A Community Forum, Advances in Autism Research and Treatment, Work Incentives and Ticket To Work, the Autism Awareness Walk, and Parent Advocacy Night to name a few.

The Northern Tioga School District continues its commitment to provide an appropriate educational program for each eligible student. In support of the effort the following strengths are noted:

Positive Board of Directors and community support for the continued implementation and development of special needs programs.

Strong administrative support for programs for eligible students; for promoting an inclusive atmosphere in all buildings; and, for IEP Team membership and participation in accordance with IDEA and Chapter 14 regulations.

Positive working relationships between school personnel and parents accomplished through frequent communication designed to assist with planning, problem solving, the implementation of programs, supports, and interventions, and for progress monitoring.

A teaching staff which meets Highly Qualified criteria and are dedicated to the success of all children in our schools.

An emphasis on the general education curriculum and the state standards for all students.

A supportive and collaborative relationship with BLaST IU #17 in providing assistance to students and staff.



# Assurances

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## Safe and Supportive Schools Assurances

## Special Education Assurances

### 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
<b>Devereux Kanner Center</b>	Other	Full-Time Autistic Support (RTF - Placed by Tioga County Department of Human Services/CASSP)	1
<b>Tioga County Partial Hospitalization Program</b>	Neighboring School Districts	Full-Time Emotional Support provided within a Partial Hospitalization Program operated by BLaST IU #17 and located in Warren L. Miller Elementary School (Southern Tioga SD)	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>RB Walter Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	13	1

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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<b>RB Walter Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	16	1
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**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>RB Walter Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	14	1

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	14	1

**Program Position #5***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	12	1

**Program Position #6***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Williamson High School</b>	A Junior/Senior High School	A building in which General	Itinerant	Learning Support	14 to 16	6	1

	Building	Education programs are operated					
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**Program Position #7***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	10	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	18	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	6 to 20	4	1

**Justification: Age variance is documented in IEP's; scheduling considers and minimizes overlap; and, progress toward goals is not impeded**

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Williamson High</b>	A	A building	Supplemental	Emotional	15 to	3	0.75

<b>School</b>	Junior/Senior High School Building	in which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	18		
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	18 to 18	1	0.25

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 15	1	0.5
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	17 to 17	1	0.5

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	11	1

**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 19	10	1

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Westfield Area Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	9	1

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Westfield Area Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	16	1

**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Westfield Area Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	16	1

**Program Position #17***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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<b>Cowanesque Valley High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	7	1
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**Program Position #18***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Cowanesque Valley High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	14	1

**Program Position #19***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Cowanesque Valley High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	9	1

**Program Position #20***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Cowanesque Valley High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	11	1

**Program Position #21***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Cowanesque Valley High School</b>	A Junior/Senior High School	A building in which General	Itinerant	Learning Support	17 to 18	19	1

	Building	Education programs are operated					
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**Program Position #22***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark Wood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	7	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark Wood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	9	1

**Program Position #24***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark Wood Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	16	1

**Program Position #25***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Clark Wood Elementary	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	3	0.5

		programs are operated					
<b>Clark Wood Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 6	2	0.5

**Program Position #26***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Clark Wood Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	3	1

**Program Position #27***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Clark Wood Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 10	4	1

**Program Position #28***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Clark Wood Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	33	0.6

**Justification: The Speech/Language Support Teacher provides services to students in every grade level at Clark Wood Elementary School, but at no time does she service students in such a manner that the groups contain students with an age range which exceeds 3 years.**

<b>Westfield Area</b>	An Elementary	A building in	Itinerant	Speech	5 to 13	21	0.37
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Elementary	School Building	which General Education programs are operated		and Language Support			
<b>Justification: The Speech/Language Support Teacher provides services to students in every grade level at Westfield Area Elementary School, but at no time does she service students in such a manner that the groups contain students with an age range which exceeds 3 years.</b>							
Cowanesque Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	18 to 18	1	0.03

**Program Position #29***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
RB Walter Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	39	0.65
<b>Justification: The Speech/Language Support Teacher provides services to students in every grade level at RB Walter Elementary School, but at no time does she service students in such a manner that the groups contain students with an age range which exceeds 3 years.</b>							
Williamson High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 19	22	0.35
<b>Justification: The Speech/Language Support Teacher provides services to students in every grade level at Williamson High School, but at no time does she service students in such a manner that the groups contain students with an age range which exceeds 3 years.</b>							

**Program Position #30 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 26, 2013**Average square feet in regular classrooms: 810 sq. ft.**Square footage of this classroom: 361 sq. ft. (19 feet long x 19 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 16	8	0.8
<b>Williamson High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 15	1	0.2

### Special Education Support Services

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
<b>Elementary Counselor</b>	All elementary schools	1
<b>School Psychologist</b>	All district schools	2
<b>Social Worker</b>	All district schools	3
<b>Paraprofessional</b>	RB Walter Elementary School	3
<b>Paraprofessional</b>	Williamson High School	14
<b>Paraprofessional</b>	Clark Wood Elementary	7
<b>Paraprofessional</b>	Westfield Area Elementary School	5
<b>Paraprofessional</b>	Cowanesque Valley High School	6
<b>Coordinator of Student Services</b>	District	1
<b>Student Services Secretary</b>	District	1

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
<b>Assistive Technology Specialist Support</b>	Intermediate Unit	2 Hours
<b>Behavior Specialist Support</b>	Intermediate Unit	2 Hours
<b>Transition Consultant Specialist Support</b>	Intermediate Unit	2 Hours
<b>Occupational Therapy</b>	Outside Contractor	3 Days
<b>Physical Therapy</b>	Outside Contractor	1 Days
<b>Vision Support</b>	Intermediate Unit	2 Hours
<b>Autism Specialist Support</b>	Intermediate Unit	2 Hours

# Needs Assessment

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## Record School Patterns

### Accomplishments:

All schools met AYP in test participation in 2012(100% in 2012) and have historically met the 95% benchmark.

Overall graduation rate is 87%.

Attendance rate is 95% and has historically been at or above 95%.

Classroom management practices are formally taught in APL teacher professional development to all teachers. All new teachers are provided training and a mentor.

All teachers must complete Learning Focused Schools training in research based practices.

The fiscal management of NTSD has been well managed and supports the educational process.

All teachers are highly qualified.

NTSD has written and revised all curriculums to align to the PA standards. Teachers are currently working to align and transition to the Common Core.

### Systemic Challenges:

NTSD needs to better utilize data to make decisions. (use of Study Island, Classroom Diagnostic Tests, DIBELS, Keystone's, and PSSA's)

Increase student achievement in subgroups, economically disadvantaged and IEP population.

Increase or maintain the graduation rate with the economically disadvantaged and IEP population.

## District Accomplishments

### Accomplishment #1:

.....  
All schools meet AYP in test participation in 2012(100% in 2012) and have historically.

### Accomplishment #2:

.....

Overall graduation rate is 87%.

### **Accomplishment #3:**

Attendance rate is 95% and has historically been at or above 95%.

### **Accomplishment #4:**

Classroom management practices are formally taught in APL teacher professional development. All new teachers are provided training and a mentor.

### **Accomplishment #5:**

All teachers must complete Learning Focused Schools training in best educational practices.

### **Accomplishment #6:**

The fiscal management of NTSD has been well managed and supports the educational process.

### **Accomplishment #7:**

All teachers are highly qualified.

### **Accomplishment #8:**

NTSD has written and revised all curriculums to align to the PA standards. Teachers are currently working to align to the Common Core.

## **District Concerns**

### **Concern #1:**

NTSD needs to better utilize data to make decisions. (use of Study Island, Classroom Diagnostic Tests, DIBELS, Keystone's, PSSA's, and formative assessments)

### **Concern #2:**

Increase student achievement with the historically low achieving students (economically disadvantaged and IEP population in NTSD)

### **Concern #3:**

Increase or maintain the overall graduation rate with a specific focus on increasing the graduation rate for the historically low achieving (economically disadvantaged and IEP population in NTSD)

### **Concern #4:**

Increase the capacity for wireless connectivity to access all educational resources local or online.

## Prioritized Systemic Challenges

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

### Aligned Concerns:

NTSD needs to better utilize data to make decisions. (use of Study Island, Classroom Diagnostic Tests, DIBELS, Keystone's, PSSA's, and formative assessments)

.....  
Increase student achievement with the historically low achieving students (economically disadvantaged and IEP population in NTSD)

.....  
Increase or maintain the overall graduation rate with a specific focus on increasing the graduation rate for the historically low achieving (economically disadvantaged and IEP population in NTSD)

# District Level Plan

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## Action Plans

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Standard Aligned Assessments

Specific Targets: All (100%) of K-12 English Language Arts, K-12

Mathematics, 4-12 Social Studies, and 3-12 Science will develop and use Standard Aligned, common assessments.

**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](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](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.](#) )

**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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

*Instructional Coaching*

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source:

<http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach> ) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level. )Source:

[http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_0222\\_12.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_0222_12.pdf) )

**SAS Alignment:** Instruction

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

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

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

### *Professional Learning Communities (Common Planning Time)*

**Description:**

Time given for professional collaboration needed to create common assessments and analyze data to inform instructional practices and increase student achievement

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

### **Implementation Steps:**

#### *Effective Assignments and Assessments for Learning*

**Description:**

Learning Focused Schools District Trainers will deliver the Effective Assignments and Assessments for Learning to 100% of the faculty at NTSD.

**Start Date:** 1/20/2014    **End Date:** 7/30/2015

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Professional Learning Communities (Common Planning Time)

#### *Professional Development: Effective Assignments and Assessments for Learning*

**Description:**

Learning Focused Schools District Trainers will deliver the Effective Assignments and Assessments for Learning to 100% of the faculty at NTSD.

**Start Date:** 1/20/2014    **End Date:** 7/30/2018

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Professional Learning Communities (Common Planning Time)

#### *Developing and Revising Standard Aligned Assessments*

**Description:**

Grade level or departmental teams will develop standard aligned, common assessments in K-12 Mathematics, K-12 English Language Arts, 4-12 Social Studies, and 3-12 Science. Teachers will keep reflection notes on the implementation of the assessments. Common assessments will be revised if needed and teachers will utilize Pennsylvania's Department of Education's Standard Aligned System (SAS).

**Start Date:** 11/30/2013    **End Date:** 6/30/2015

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Professional Learning Communities (Common Planning Time)

### *Professional Learning Communities Standard Aligned Assessments Review Discussion*

**Description:**

Grade level teams or departmental teams will review the standard aligned assessments and provide feedback to the Principal of Academic Affairs.

**Start Date:** 11/30/2013    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Professional Learning Communities (Common Planning Time)

### *Professional Learning Communities Standard Aligned Assessments Review Discussion*

**Description:**

Grade level teams or departmental teams will review the standard aligned assessments and provide feedback to the Principal of Academic Affairs.

**Start Date:** 11/30/2013    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Professional Learning Communities (Common Planning Time)

**Goal #2:** Implement research based practices and strategies utilizing the Learning Focused Schools Framework

**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: Interim

Data Source: Monitoring for Achievement: walkthroughs, 5 x 5's, and observations

Specific Targets: Monitoring opportunities are in alignment with Learning Focused Schools framework

**Strategies:**

*Instructional Coaching*

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

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

**SAS Alignment:** Instruction

*Technology Infrastructure Enhancement/Technology Access and Training Increase*

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

[http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

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

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

**SAS Alignment:** Instruction

*Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single

greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:  
<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:  
[http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

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

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

#### ***Professional Development in Assignment and Assessment Creation***

**Description:**

Learning Focused Schools District Trainers will deliver the Effective Assignments and Assessments for Learning to 100% of the faculty at NTSD.

**Start Date:** 1/20/2014    **End Date:** 7/30/2015

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

**Supported Strategies:**

- Instructional Coaching
- Substantial Professional Development
- Curriculum Mapping

#### ***Curriculum Mapping and Revision Work***

**Description:**

100% of NTSD courses are mapped to align with Pa standards. NTSD is working to align courses with the Pa Common Core.

**Start Date:** 9/2/2013    **End Date:** 7/30/2018

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

**Supported Strategies:**

- Substantial Professional Development
- Curriculum Mapping

#### ***Learning Focused Lessons***

**Description:**

Plan and implement lessons that are research based. Principals will monitor lessons for effectiveness based on Learning Focused Framework using monitoring for achievement.

**Start Date:** 9/20/2013    **End Date:** 11/30/2017

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

**Supported Strategies:**

- Instructional Coaching
- Substantial Professional Development
- Curriculum Mapping

#### ***Training: Higher Order Thinking, Increasing the Rigor in Lessons***

**Description:**

100% of the NTSD teachers will attend the HOT training. Teachers will create and deliver lessons with increased rigor, scaffolding as needed to

provide equitable access to grade level content for all students. Building principals will review lessons and monitor for achievement.

**Start Date:** 11/30/2013    **End Date:** 11/30/2018

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

**Supported Strategies:**

- Instructional Coaching
- Substantial Professional Development
- Curriculum Mapping

### *Accelerating Learning for All Students*

**Description:**

Accelerating Learning for All Students is the systematic implementation of previewing, scaffolding, differentiating assignments, remediation, and review to fully engage all students and to raise achievement for all students, thus closing the achievement gap.

For all students, strategies will be planned and implemented to move them to higher levels of thinking and learning based on their individual needs.

**Start Date:** 6/6/2013    **End Date:** 6/9/2018

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

**Supported Strategies:**

- Instructional Coaching
- Substantial Professional Development

**Goal #3:** Establish a system in which all administrators and teachers are trained to evaluate and analyze data for the purpose of increasing student achievement.

**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: Interim

Data Source: PSSA, Keystone exams, DIBELS, Classroom Diagnostic Tests, Study Island, standard aligned assessments/common assessments

Specific Targets: Teachers will facilitate increases in student performance as evidenced by growth model data and increases in proficiency rates (achievement).

### **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](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](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.](#))

**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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

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

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

[http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

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

### *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](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to

Intervention and Multi-Tier Intervention in the Primary Grades,

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined,

<http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

***Implementation Steps:***

***Administrator/Teacher Leader Data Training***

**Description:**

Dan Thompson (Northern Tier Education Associates, LLC, PVAAS Trainer) will be leading a training with administrators and teacher leaders in data from each building on the new features in PVAAS, Keystone projection reports, launchpad, etc in order to make instructional decisions. Follow up discussions will occur in the schools based on newly gained information.

**Start Date:** 11/30/2013      **End Date:** 11/30/2018

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Differentiating Instruction

***Grade Level/Departmentalized: Professional Learning Communities Focused on School Level Data***

**Description:**

Utilizing throughout the year Act 80 early dismissals and/or a day with time set aside for data discussions throughout each school year the building administrator and teachers will meet to evaluate, analyze, and make instructional decisions to meet students learning needs.

**Start Date:** 11/30/2013      **End Date:** 11/30/2018

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Differentiating Instruction

***Revise School Comprehensive Plans***

**Description:**

Building administrators will annually revisit school level comprehensive plans with the school level planning team to ensure plans are up-to-date and meeting needs identified in data meetings.

**Start Date:** 1/30/2014      **End Date:** 11/30/2018

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

**Supported Strategies:**

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

## District Level Affirmations

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

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

# Special Education Affirmations

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

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