Sullivan County SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

PO Box 240
Laporte, PA 18626
(570)946-8200
Superintendent: Craig Skaluba
Director of Special Education: Randi Dickinson

Planning Process

The planning process involves weekly meetings with the school district's curriculum, instruction, and assessment team. The school district's curriculum, instruction and assessment team includes the district superintendent, the high school principal, the elementary school principal, and the director of special education. The district's technology coordinator is involved with the curriculum, instruction, and assessment team on an as needed basis. The planning process also includes regular meetings held with the district's Act 48 committee for assistance with the creation and development of the different components of the comprehensive plan.

The time line is setup to utilize the weekly meetings of the school district's curriculum, instruction and assessment team to sustain the momentum necessary to complete the comprehensive planning process. More specifically, the school district is following the guidelines set forth by the District-School Process Work Flow (Phase 3 Version). The guidelines call for completing the district profile questions, core foundation questions, policy and procedural assurances, and needs assessment (analyze data) by December 2013. Between January 2014 and April 2014, the school district will work on recording patterns among school systemic challenges, completing the needs assessment for analyzing systems, and building district-level action plans. The school district will continue to develop district level action plans between May 2014 and June 2014 while submitting the special education bridge report and potentially submitting the submission for peer feedback. Between July 2014 and September 2014, the school district will review feedback from district stakeholders and refine the district level plan for the 28-day public review period in October 2014. After final refinement of the district-level plan, Board review, and Board approval, the school district will submit the comprehensive plan by November 30, 2014.

The superintendent will be responsible for the development and submission of the overall plan. The district's director of special education will be primarily responsible for the special education component of the comprehensive plan. The superintendent, elementary principal, and the high school principal will be primarily responsible for the professional education component and induction component of the comprehensive plan. The school district's business manager, director of facilities, safety committee, guidance counselors, and school nurse will be primarily responsible for the safe and supportive schools component of the comprehensive plan. The school district's

technology coordinator will be primarily responsible for any technology plan associated with the comprehensive plan.

The superintendent will communicate with all involved participants on a regular basis through both individual and group meetings. The superintendent will communicate pertinent information in relation to the development of the plan by reviewing materials and questions involved with each section and setting expectations for quality of work in addition to deadlines for submission. The superintendent will communicate in person, over the phone, and through electronic correspondence. Once the comprehensive plan is officially approved by the Pennsylvania Department of Education, the plan will be available on the school district's website and communicated to all pertinent stakeholders.

Mission Statement

The mission of Sullivan County School District is to Educate, Engage, and Empower our Griffin Family!

Vision Statement

The vision of Sullivan County School District is Collaborating to Engineer Thinking and Cultivate Life Long Learning and Leadership.

Shared Values

1. All students will succeed academically given time, effort, and support.

2. All teachers will focus their instruction on high quality student work that meets local, state, and national standards.

3. All students will receive high quality, standards-based instruction in all areas.

4. All students will have the opportunity to thrive in a just, fair, and caring learning environment that fosters confidence and a sense of belonging.

5. All teachers will focus professional development on improving student learning by raising the level of expectations through the use of best practices.

6. All students will study a challenging curriculum that applies their learning to everyday situations, thereby enhancing students' social, emotional, and ethical development and deepening their commitment to character, good citizenship, and wellness.

7. All parents / guardians will be involved as partners in the educational process.

8. All students will utilize technology to discover diverse cultures, expand career opportunities, and prepare for the global work force.

9. Each student will become a life-long learner and a productive, caring member of society.

Educational Community

Sullivan County was created on March 15, 1847 from part of Lycoming County, and named for Senator Charles C. Sullivan, Butler District, who took an active part in procuring the passage of the bill. Laporte, the county seat, was laid out in 1850 and incorporated as a borough in 1853. It was named for John La Porte, surveyor general of Pennsylvania from 1845 to 1851.

Sullivan County is located in north-central Pennsylvania as part of Pennsylvania's Endless Mountain Region. It is surrounded by Bradford County on the north, Wyoming and Luzerne Counties on the east, Columbia County on the south, and Lycoming County on the west. Comprised of 449.9 square miles or 287,961 acres, Sullivan County ranks 50th out of 67 counties in land area in the commonwealth. Sullivan County is divided into thirteen (13) municipalities, including four (4) boroughs (Dushore, Eagles Mere, Forksville, and Laporte) and nine (9) second class townships (Cherry, Colley, Davidson, Elkland, Forks, Fox, Hillsgrove, Laporte, and Shrewsbury).

Known as the "Gem of the Endless Mountains," Sullivan County is a unique area with beautiful state parks, breathtaking waterfalls, scenic vistas, small villages, natural lakes, quaint shops, and a rich heritage that draws the people to the region. In addition, the covered bridges located in Forksville, Hillsgrove, and Sonestown are part of the National Register of Historic Places. Major highways located within the county include U.S. Route 220. Recreational facilities include state parks such as Worlds End and Rickets Glen and 41,696 acres of state forest land. Most of the activities and economic opportunities in the county are related to the fields of education, social services, government, and nature. The seasonal interests and hobbies are hunting, fishing, hiking, biking, and visiting state parks and campgrounds. The Game Commission, the Pennsylvania State University Cooperative Extension, and local groups offer activities such as 4-H clubs, seminars, and programs throughout the year. Cultural experiences include activities sponsored by the Sullivan County Council on the Arts, Sullivan County Historical Society, local churches, and organizations, and summer groups in Eagles Mere, Lopez, etc.

The county is one of Pennsylvania's most rural, with a population of 6,428 (2010 Decennial Census), reflecting a 2.0 percent decrease since 2000. Municipalities range in size from 120 residents in

Eagles Mere borough to 1,705 residents in Cherry Township. The estimated population density is 14.4 persons per square mile compared to the state average of 284.4 persons per square mile. In 2010, the total number of housing units in the county was 6,304. The county's median household income during the 2007-2011 time periods was $38,732.00, which was lower than the state median of $51,651.00. The median housing value during the same time period was $123,700.00, which was lower than the statewide median of $163,200.00. The unemployment rate in Sullivan County is approximately 5.8%. In comparison, the average unemployment rate in the state was 10%. The top Sullivan County employers for the fourth quarter of 2011 included State Government, Sullivan County School District, The Highlands Care Center, Bayada Nurses, Inc., Eagles Mere Country Club, Darway Elder Care Rehabilitation, Sullivan County, Nomac Drilling LLC, and O-Tex Pumping, LLC.

The approximate population of Sullivan County by age range is as follows: (a) 0-4 years old - 4% (b) 5-17 years old - 12.4%, (c) 18-59 years old - 52%, (d) 60-64 - 6.9%, and (e) 65 and older - 24.1%. The educational attainment of persons age 25 and older from 2007-2011 is (a) less than high school graduate 13.1%, (b) high school graduate or higher - 86.9%, (c) bachelor's degree or higher - 12.7%, and (d) professional or graduate degree - 3.1%. The approximate population of Sullivan County by race is as follows: (a) 97% Caucasian, (b) 1.2% African American, (c) .6% Hispanic, and (d) 1.8% other. The approximate population of Sullivan County by geographic mobility is as follows: (a) 94% non-movers, (b) 3% intra-county movers, (c) 2.6% inter-county movers, and (d) .8% inter-state movers.

The early history of education in Sullivan County School District occurred in small schoolhouses throughout the county. At one point in time there were a total of 95 different small schools in the county. Currently, Sullivan County School District (SCSD) is the only public school system in the county with one elementary school (K-6) and one junior-senior high school (7-12). Enrollment has declined from 740 students in the 2006-07 school year to 631 students in the 2014-15 school year. The advantage is small class size. In the elementary school, the average class size is approximately 20 students to 1 teacher. At the high school with the exception of the fine arts and physical education, class size is approximately 25 students or less to 1 teacher. Approximately 40% of the teachers have 20 or more years of experience and Master's Degrees. Teacher turnover is primarily due to retirements. Professional development is strongly promoted and sustained through Title IIa, state grants, and SCSD funds.

Various educational programs are offered in the SCSD. Regular education, special education, gifted education, dual enrollment opportunities, full-day kindergarten, and vocational/technical/career programs are examples. Additional services are provided by the Student Assistance Program (SAP), guidance counselors, Title I staff, Transition Council, athletic trainer, and cooperating agencies. District committees such as Safety and Wellness focus both on staff and student priorities. Because of the geographical size of the county and the willingness to partner with neighboring counties, SCSD shares services.

The commitment by the Sullivan County School Board for higher expectations and students meeting and exceeding standards has provided the impetus for raising student achievement. Both the elementary school and the high school achieved Adequate Yearly Progress (AYP) status in 9 out of

the 10 years of AYP's existence. Furthermore, Turnpike Elementary School received a Blue Ribbon Award for the No Child Left Behind--Blue Ribbon Program in 2007. More recently, Sullivan County Elementary School scored an 87.4 on the school performance profile for the 2012-2013 school year and was recognized as a Title 1 Reward District due to high progress. At the same time, Sullivan County High School scored an 85.8 on the school performance profile.

The SCSD is the center of student and community activities. Beyond the educational programs, students are offered an extensive list of athletics and extracurricular opportunities. Practices, meetings, and events occur throughout the year. Groups such as Brownies, Girl Scouts, junior baseball and tee-ball leagues, junior softball teams, and 4-H councils use school facilities to meet with students. In addition, other community groups such as the fire departments, health organizations, utility companies, churches, and parent groups request the use of the school facilities. The primary factor for the lack of involvement in any activity is the distance to travel because of the size of the county and transportation costs. To address this concern, the District does provide buses for activity purposes after school hours during the school year.

Information from The 2013 Pennsylvania County Data Book for Sullivan County published by the Pennsylvania State Data Center A Unit of the Institute of State and Regional Affairs at Penn State Harrisburg is incorporated throughout the summary of the educational community.

**Information from a Supplement to the Sullivan Review Vol. 93 No. 42 is incorporated throughout the summary of the educational community.*

Planning Committee

Name	Role
Megan Bohensky	Elementary School Teacher - Regular Education
Randi Dickinson	Administrator
Lynn Eberlin	High School Teacher - Regular Education
Laura Fiester	Parent
Kelly Flottemesch	High School Teacher - Special Education
Debbie Geist	Parent
Linda Hatton	Community Representative
Larry Hatton	Business Representative
Janet Hayden	Ed Specialist - School Psychologist
Molly Kinsey	Community Representative
Ellen Koschak	Ed Specialist - School Counselor
Leo Lambert	Business Representative
Debra Lindner	Middle School Teacher - Regular Education
Lance Mabus	Administrator

Colette Manning	Middle School Teacher - Regular Education
Mary McClintock	Administrator
Sue Mullen	Elementary School Teacher - Regular Education
Kim Phillips	Community Representative
Edward Pietroski	Administrator
Amber Strain	Parent
Christine Varner	Ed Specialist - School Nurse
Hope Verelst	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

Sullivan County School District's model for curriculum review and curriculum planning serves as the process for developing curriculum K-12. The curriculum review process includes the following stages: (1) review the district strategic plan, (2) conduct needs assessment ("What Is"), (3) set priorities based on identified needs, (4) develop goals and objectives ("What Should Be"), (5) select from alternatives, (6) develop action plan, (7) implement action plan, and (8) monitor, evaluate, and recycle.

Recent revisions of the Chapter 4 Regulations by the Pennsylvania Department of Education require the mapping and alignment of all curricula to the new PA Core Standards. Sullivan County has been a part of Lycoming County and Sullivan County Standards-based Coalition

since the origin of the standards movement. Due to Sullivan County's participation in the Lycoming County and Sullivan County Standards-based Coalition and consistent curriculum development throughout the years, Sullivan County School District's curriculum has an extremely strong foundation. By following the Board adopted curriculum review process, Sullivan County School District continues the process of mapping the curriculum to the PA Core Standards and aligning the curriculum to recent changes in state assessments.

More specifically, the ranking of the curriculum as developing is an integral part of Sullivan County School District's approach to curriculum. Sullivan County School District believes curriculum writing is a dynamic, interactive process involving consistent building, reflection, and modification on a day-in and day-out basis. To that end, curriculum writing is never truly accomplished and is always a work in progress in an effort to completely align curriculum with all aspects of instruction and assessment (e.g., curriculum embedded tests, student assignments, lesson plans, textbooks, and instructional strategies).

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
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
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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Middle Level

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

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

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High School Level

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

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

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Adaptations

Elementary Education-Primary Level
No standards have been identified for this content area.

Elementary Education-Intermediate Level
No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The curriculum mapping process for Sullivan County School District involves unpacking the standards for particular subject areas according to the different categories associated with Webb's Depth of Knowledge. This approach was selected to help the school district with the transition to the new state assessments. The new assessments ask more questions requiring higher levels of Webb's Depth of Knowledge than previous state assessments. The four domains of Webb's Depth of Knowledge include (1) recall, (2) skills and concepts, (3) strategic thinking, and (4) extended thinking. Strands associated with each standard are categorized into levels 2, 3, or 4 on Webb's Depth of Knowledge. Once the standards are unpacked for a particular subject area, key vocabulary is identified for each standard strand and the overall map is reviewed for appropriate scope and sequence. After completion of the appropriate scope and sequence, items are grouped together into Big Ideas. Based on the subject, different overlays (e.g., Keystone Exam Overlay) are conducted to enhance the alignment of the curriculum map to state standards, state assessments, and research-based best practices. Upon completion of the curriculum map, unit plans are developed around each Big Idea on the curriculum map. Each part of the curriculum map populates into a graphic organizer designed to make the unit plan. The unit planning process involves the development of lesson plans around the Sullivan County School District Common Instructional Framework. The instructional framework includes frequent informal assessments to monitor student learning to ensure preparedness for formal assessments.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The curriculum mapping process for Sullivan County School District involves unpacking the standards for particular subject areas according to the different categories associated with Webb's Depth of Knowledge. This approach was selected to help the school district with the transition to the new state assessments. The new assessments ask more questions requiring higher levels of Webb's Depth of Knowledge than previous state assessments. The four domains of Webb's Depth of Knowledge include (1) recall, (2) skills and concepts, (3) strategic thinking, and (4) extended thinking. Strands associated with each standard are categorized into levels 2, 3, or 4 on Webb's Depth of Knowledge. Once the standards are unpacked for a particular subject area, key vocabulary is identified for each standard strand and the overall map is reviewed for appropriate scope and sequence. After completion of the appropriate scope and sequence, items are grouped together into Big Ideas. Based on the subject, different overlays (e.g., Keystone Exam Overlay) are conducted to enhance the alignment of the curriculum map to state standards, state assessments, and research-based best practices. Upon completion of the curriculum map, unit plans are developed around each Big Idea on the curriculum map. Each part of the curriculum map populates into a graphic organizer designed to make the unit plan. The unit planning process involves the development of lesson plans around the Sullivan County School District Common Instructional Framework. The instructional framework includes frequent informal assessments to monitor student learning to ensure preparedness for formal assessments.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The curriculum mapping process for Sullivan County School District involves unpacking the standards for particular subject areas according to the different categories associated with Webb's Depth of Knowledge. This approach was selected to help the school district with the transition to the new state assessments. The new assessments ask more questions requiring higher levels of Webb's Depth of Knowledge than previous state assessments. The four domains of Webb's Depth of Knowledge include (1) recall, (2) skills and concepts, (3) strategic thinking, and (4) extended thinking. Strands associated with each standard are categorized into levels 2, 3, or 4 on Webb's Depth of Knowledge. Once the standards are unpacked for a particular subject area, key vocabulary is identified for each standard strand and the overall map is reviewed for appropriate scope and sequence. After completion of the appropriate scope and sequence, items are grouped together into Big Ideas. Based on the subject, different overlays (e.g., Keystone Exam Overlay) are conducted to enhance the alignment of the curriculum map to state standards, state assessments, and research-based best practices. Upon completion of the curriculum map, unit plans are developed around each Big Idea on the curriculum map. Each part of the curriculum map populates into a graphic organizer designed to make the unit plan. The unit planning process involves the development of lesson plans around the Sullivan County School District Common Instructional Framework. The instructional framework includes frequent informal assessments to monitor student learning to ensure preparedness for formal assessments.

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

This narrative is empty.

High School Level

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

are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum mapping process for Sullivan County School District involves unpacking the standards for particular subject areas according to the different categories associated with Webb's Depth of Knowledge. This approach was selected to help the school district with the transition to the new state assessments. The new assessments ask more questions requiring higher levels of Webb's Depth of Knowledge than previous state assessments. The four domains of Webb's Depth of Knowledge include (1) recall, (2) skills and concepts, (3) strategic thinking, and (4) extended thinking. Strands associated with each standard are categorized into levels 2, 3, or 4 on Webb's Depth of Knowledge. Once the standards are unpacked for a particular subject area, key vocabulary is identified for each standard strand and the overall map is reviewed for appropriate scope and sequence. After completion of the appropriate scope and sequence, items are grouped together into Big Ideas. Based on the subject, different overlays (e.g., Keystone Exam Overlay) are conducted to enhance the alignment of the curriculum map to state standards, state assessments, and research-based best practices. Upon completion of the curriculum map, unit plans are developed around each Big Idea on the curriculum map. Each part of the curriculum map populates into a graphic organizer designed to make the unit plan. The unit planning process involves the development of lesson plans around the Sullivan County School District Common Instructional Framework. The instructional framework includes frequent informal assessments to monitor student learning to ensure preparedness for formal assessments.

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

This narrative is empty.

Modification and Accommodations

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

The Sullivan County School District ensures students at all mental and physical ability levels have access to and master a rigorous standards aligned curriculum through planned instruction containing modifications and accommodations. The district follows the continuum of services to ensure that students are educated in the least restrictive environment. Based on the continuum of services, the most common placement for students with disabilities is the regular education classroom. In this manner, the majority of students access the general curriculum. The implementation of modifications and accommodations for accessing the general curriculum based specifically on each student's Individualized Education Program or IEP. All teachers are required to read each student's IEP and

implement specially designed instruction (SDI). Additionally, special education teachers work with regular education teachers to determine the necessary modifications and accommodations to assist students in achieving success within the general curriculum.

At both the elementary school and the high school, paraprofessionals support students with more intensive needs. The implementation of a co-teaching model at the high school level for history, science (grades 7-12), math (9-12), and English (9-12) has been successful in supporting students within the general curriculum. The learning support teacher and regular education teacher work cooperatively to support all students in co-taught classrooms. At the elementary school, all learning support students are included in the general education classroom for Science and Social Studies (K-6) with paraprofessional support. Math, Reading, and English may be provided in a small group or 1:1 setting based on the needs of the students. This may include receiving instruction within the learning support teacher's classroom. Special classes which separate students with disabilities from their non-disabled peers occurs only if the nature and severity of the disability is to the degree that education in the regular education classes with supplementary aides and services cannot be achieved. Separate classes require the development of a rigorous standards aligned curriculum based on individual student needs.

Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility require review by a multi-disciplinary team. Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is important to note that student placement decisions and associated curriculum decisions are based on student needs.

Sullivan County School District utilizes training through BLaST Intermediate Unit, PaTTAN, and in-house job-embedded professional development experiences to develop teachers on special education services and issues. Teachers participate in on-going trainings regarding co-teaching, behavior management, differentiated instruction, transition, autism, and writing legally defensible IEPs.

Instruction

Instructional Strategies
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review
- Administrators
- Building Supervisors

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

Sullivan County School District administrators and teachers worked together to develop Sullivan County School District's common instructional framework. The common instructional framework was developed by asking groups of Sullivan County School District teachers to list the qualities associated with quality instruction. Common themes extracted from each group of teachers assisted in the development of Sullivan County School District's common instructional framework. The main components of the common instructional framework include the following components for each lesson: (a) lesson essential question (LEQ), (b) warm-up, (c) student engagement, (d) checks for understanding, and (e) cool down. Each component of the common instructional framework allows teachers to incorporate their pedagogical content knowledge in choosing the best strategy or tool for each component of the instructional framework based on their classroom experience and content expertise. By utilizing the same instructional language throughout the entire school district, both students and teachers benefit.

The walk-through process utilized by Sullivan County School District is aligned directly to the common instructional framework for Sullivan County School District. Each part of the common instructional framework becomes a part of the walk-through tool and the development of the walk-through tool included both administrator and teacher input. The final part of constructing the walk-through tool involved completing an overlay using the Danielson Teacher Effectiveness model. By correlating the walk-through tool with domains two and three of the Danielson Teacher Effectiveness model, there is a direct connection between informal and formal evaluation methods. An administrator completes the walk-through process by observing classroom teachers for ten to fifteen minute intervals. During the walk-through, administrators utilize 321SOS software to rate and record classroom observations. Upon completion, an electronic version of the walk-through form is provided to the teacher. Teachers may discuss the results of their walk-through with administration through electronic correspondence or direct correspondence.

Formal classroom observations include observing classroom teachers for an entire class period. During the classroom observation, administrators record evidence of a teacher's pedagogical approach, content explanations, and interactions with students. Additional evidence is gathered through the review of lesson plans, the review of classroom assessments, the review of curriculum, the review of professional experiences and professional interactions, and individual conversations with the teacher. Upon completion of a formal classroom observation, administrators rate teachers on the Danielson Framework for Teacher Effectiveness. Classroom teachers are asked to rate the same lesson using the same rubric in an effort to determine areas for discussion between the teacher and the administrator. Areas of divergence between the administrator and teacher lead to discussion focused on the improvement of instruction and the growth of the teacher.

Annual instructional evaluations are based on the PDE 82-1 form utilizing the following components: (a) classroom observation and practice, (b) teacher-specific data, (c) school specific data, and (d) elective data through student learning objectives. The classroom observation and practice part of the annual evaluation consists of a summary of all walk-throughs and formal observations. The teacher-specific data component, the school specific data components, and the elective data component are determined according to PDE administrative guidelines.

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

The peer evaluation and peer coaching elements will be addressed in the future through the completion of a schedule study, co-teaching classroom environments, and job-embedded professional development opportunities. Currently, fiscal conditions dictate the strict and efficient scheduling of personnel and, therefore, do not allow many opportunities for educators to visit other classrooms for observation. A more thorough examination of current schedules in both the high school and the elementary school may help to determine areas for increased collaboration for teachers to participate in peer evaluation and peer coaching opportunities. The district's full inclusion model provides natural opportunities for the integration of peer evaluation and peer coaching opportunities as there are many co-teaching situations occurring in many of the school district's classrooms. Lastly, it is the intent of the Sullivan County School District to build capacity through job-embedded professional development. In building the capacity of the professionals in the schools, we provide more opportunities for peer coaching. As individuals develop capacity and expertise in particular instructional areas, it only makes sense for them to share their expertise with other professionals in the building through peer coaching opportunities. The school district does not have department supervisors for the regular review of lesson plans. The school district is in the process of training two teachers to be instructional coaches through the Pennsylvania Institute for Instructional Coaches and will continue to look for ways to integrate instructional coaching into the future.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

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

At the primary level, a team of educators led by the elementary school principal ensures the structured grouping of students within each elementary classroom. Additionally, the school district's inclusion model supports structured grouping processes within each elementary classroom and differentiation within each elementary classroom. At the primary level, all elementary classrooms utilize schedules designed to maximize instructional time in math and English Language Arts. The self-contained nature of classrooms at the primary level provides teachers with great flexibility in meeting the needs of the students. The elementary school will continue to evaluate and change the schedule as necessary in the future to maximize structured grouping opportunities, flexible scheduling opportunities, differentiation opportunities, and gifted opportunities.

Elementary Education-Intermediate Level

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

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

At the intermediate level, a team of educators led by the elementary school principal ensures the structured grouping of students within each elementary classroom. Additionally, the school district's inclusion model supports structured grouping processes within each elementary classroom and differentiation within each elementary classroom. At the intermediate level, all elementary classrooms utilize schedules designed to maximize instructional time in math and English Language Arts. Although the departmentalized nature of classrooms at the intermediate level limits flexibility in comparison to the self-contained classrooms at the primary level, the intermediate schedule provides teachers with sufficient flexibility in meeting the needs of the students. The elementary school will continue to evaluate and change the schedule as necessary in the future to maximize structured grouping opportunities, flexible scheduling opportunities, differentiation opportunities, and gifted opportunities.

Middle Level

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

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

At the middle school level, a team of educators led by the school principal ensures the structured grouping of students within each middle school classroom. Additionally, the school district's inclusion model supports structured grouping processes within each middle school classroom and differentiation within each middle school classroom. At the middle school level, schedules are assigned based on an eight-period day and meeting the requirements established by Sullivan County School District. Although the established requirements and an eight period day limits the flexibility of the schedule to some degree, the middle school schedule provides teachers with sufficient flexibility in meeting the needs of the students. In particular, study halls, a quiet study period, and a flexible lunch period provide students and teachers with the

flexibility to meet the needs of the students. The middle school will continue to evaluate and change the schedule as necessary in the future to maximize structured grouping opportunities, flexible scheduling opportunities, differentiation opportunities, and gifted opportunities.

High School Level

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

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

At the high school level, a team of educators led by the school principal ensures the structured grouping of students within each high school classroom. Additionally, the school district's inclusion model supports structured grouping processes within each high school classroom and differentiation within each high school classroom. At the high school level, schedules are assigned based on an eight-period day and meeting the requirements established by Sullivan County School District. Although the established requirements and an eight period day limits the flexibility of the schedule to some degree, the high school schedule provides teachers with sufficient flexibility in meeting the needs of the students. In particular, study halls, a quiet study period, and a flexible lunch period provide students and teachers with the flexibility to meet the needs of the students. The high school will continue to evaluate and change the schedule as necessary in the future to maximize structured grouping opportunities, flexible scheduling opportunities, differentiation opportunities, and gifted opportunities.

Recruitment

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

The recruitment process for obtaining the most effective and highly qualified teachers involves continual recruitment, advertising, and interviewing. Continual recruitment

consists of attending applicable area recruitment fairs, identifying talented individuals who might have an interest in the school district, and making connections with education departments at various local universities. Multiple methods of advertisements are used in an effort to obtain a quality applicant pool for each position. Advertisements target selected areas through a combination of newspaper advertisements, radio advertisements, and Internet advertisements. The interview process includes a screening of applications based on predetermined selection criteria, an initial interview to get to know candidates, a two-part second interview involving teaching a live lesson to students as well as question and answer session, reference checks, and compliance with Sullivan County School District's hiring checklist. Several interview questions are designed around helping students in need. The assignment process each year is based on fiscal responsibility, projected enrollment numbers, the strengths and weaknesses of individual teachers, and the strengths and weaknesses of particular students. These same factors are considered when remediating students and designing graduation plans for students at risk of dropping out of school.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	32.00	32.00	32.00	32.00	32.00	32.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00	4.00	4.00	4.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00	3.00	3.00	3.00
Electives	9.00	9.00	9.00	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	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
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

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

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

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

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

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Students are allowed to test out of required courses.

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

English Literature
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Students are allowed to test out of required courses.

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

Mathematics
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Students are allowed to test out of required courses.

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

Science & Technology
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Students are allowed to test out of required courses.

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

Environment & Ecology
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Students are allowed to test out of required courses.

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

2017 and beyond Graduation Requirement Specifics

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

Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Students are allowed to test out of required courses.

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

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Students are allowed to test out of required courses.

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA Mathematics	X	X	X	
PSSA English Language Arts	X	X	X	
PSSA Science	X	X	X	
Biology Keystone Exam				X
Literature Keystone Exam				X
Algebra Keystone Exam				X
Standford 9				X
Curriculum Based Assessments	X	X	X	X
Keystone Project Based Assessments				X
Mid-Term Examinations and Final Examinations				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight	X	X		
Study Island	X	X	X	X
DIBELS	X	X		

Formative Assessments

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

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Sullivan County School District's administrative team reviews teacher developed assessments for multiple and varied standards-aligned assessments of student learning through informal and formal evaluation processes. In addition to reviewing assessments by classroom observation, all teachers maintain assessment files containing all of their assessments to date for each subject or each class. Administrators may request access for those files for review purposes. Teachers on Level I certificates must submit portfolios with samples of classroom assessments at the middle of the school year and the end of the school year. Additionally, assessment review will become integrated into the curriculum review process as the school district looks to develop common assessments in the near future. In this manner, teams of teachers will help facilitate assessment review for each subject or course.

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.

Not Applicable

Collection and Dissemination

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

First, data is distributed to appropriate administrators for review and analysis. Preliminarily, data is analyzed based on percentage of students who scored within the four reported categories of below basic, basic, proficient, and distinguished. More specifically, students who scored in the below basic and basic categories are more closely scrutinized to determine how to best meet student needs and ensure continuous student growth. After the initial review by the administrative team, the data collection is shared with classroom teachers for analysis by class and individual student. In this manner, teachers will begin preparing learning experiences for students in the upcoming school year. Throughout the first quarter of the school year, as more specific tools become available (e-metric, PVAAS, CDTs, etc.), data analysis and sharing continue to influence instruction in all buildings. More specifically, the development of Student Learning Objectives or SLOs help focus teachers on data driven instruction. General information related to student growth and student achievement is released to the school board and the general public as information is made available through committee meetings, board meetings, and the district's Web site. Parents are informed of their individual child's growth and achievement scores via direct mailing of their child's assessment reports. Professional employees are always available to discuss individual results with parents and students.

Data Informed Instruction

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

Information for the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher by providing support in areas of need. Supporting areas of need may come in a variety of different formats. First, all students are assigned remediation coursework in an effort to help students grow within needed areas. Second, all teachers have access to student data in an effort to assist with differentiation of instruction within classrooms. Third, all learning support students receive continuous support from caseworkers . Most regular and learning support students receive the benefits of co-teaching in the classrooms. Additionally, all learning support students are continuously updated on their learning goals through progress monitoring efforts. Additional supports available for students include Title I (elementary level only) and Student Assistance Program (SAP).

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

All data users are provided with the explanation for the different headings contained in the initial excel data file provided to the school. This allows instant access to assessments results reported by assessment anchors. Additionally, all data users have been trained to utilize the e-metric site and examine each individual student's assessment results reported by PA assessment anchors. The district's data review process ensures the identification of specific PA assessment anchors, eligible content, or standards aligned objectives for students who did not demonstrate sufficient mastery. Therefore, teachers collaboratively create and/or identify instructional strategies likely to increase mastery during individual planning periods, common planning times, and professional development opportunities.

Through the school district's curriculum review process and the development of the school district's common instructional framework, instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content, or standards-aligned learning objectives. Additional curriculum overlays (e.g., Keystone overlay, Literacy overlay, problem-solving overlay) assist in identifying instructional practices linked to student success in mastering specific PA assessment anchors, eligible content, or standards-aligned learning objectives. Frequent checks for understanding incorporated into the common instructional framework allows for the modification or adaption of instructional practices to increase student mastery.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Summative assessment information is provided to the public through a variety of different sources. First, general information related to testing dates and procedures is provided throughout the course of the school year. At the beginning of the school year, informal information related to testing is provided through explanations of course planning guides, highlighted information on school calendars and in student handbooks, and letters sent home with opening day packet information. The district's Web site also serves as a continuous source for information through links to the school calendar, the district's web-based Rschool calendar, and additional links directing the public to test related information. As testing dates near, the district utilizes newsletters, press releases, e-mail messages, mass phone calls, letters, and local media reports for making sure all key constituents have essential information related to summative assessments. Once data reports are released, the district uses letters, school board meetings, and press releases to convey information related to summative assessment results. Individual meetings are available to anyone interested in discussing the individual summative results or the general results related to the school district.

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

This narrative is empty.

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.

Currently, Sullivan County School District does not have any schools identified as struggling. Any school that may be identified as struggling in the future would utilize the school improvement plan process through the comprehensive planning site to ensure improvement. Currently, building principals establishe the direction for their school by establishing a school-wide vision aligned to the district's vision. Additionally, building principals develop school-wide goals and individual goals for the building principal and the professional staff. Sullivan County School District demonstrates continued growth in student achievement in its schools by working toward achieving the school-wide vision through the accomplishment of both building level goals and individual goals on an annual basis.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline				

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

The elementary school is in the beginning stages of discussing the implementation of a school-wide positive behavior support program. The elementary school plans on forming a school-wide positive behavior support committee to further discuss the development and implementation of a school-wide positive behavior support program at the elementary level in the years to come.

Sullivan County School District does not have local police available to provide the placement of school resource officers. Due to the rural nature of the school district, the Pennsylvania State Police Laporte Barracks have jurisdiction in the school district. The current fiscal reality makes placing a resource officer practically impossible for both the school district and the Pennsylvania State Police.

Sullivan County School District uses Rediker's Administrative Plus software for our school information management system. Student discipline is tracked within the software available through Administrator's Plus. There is no plan at this time to use another software system due to the costs of conversion and the difficulty level of integrating a new system into the current infrastructure.

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 students are referred to the school psychologist based on recommendations of teachers or parents. Teachers may recommend based on the results of the Otis Lennon test in 3rd grade, the SAT 10 in 2nd grade, or exceptional classroom performance. The school psychologist will perform tests of academic achievement and cognitive ability. The results of the evaluation will be shared with the MDE (Multi-Disciplinary Evaluation) Team and the determination of eligibility for gifted services will be the primary topic of conversation. Eligible students will have the opportunity to participate in a variety of programs including acceleration in grade level courses and enrichment opportunities with the gifted support teacher.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X

Career Development/Planning	X	X	X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Guidance counselors certified by the Pennsylvania Department of Education are available to all students at both the elementary level (K-6) and the high school level (7-12). Both guidance counselors work with individual students and groups of students to provide support in the following areas: (a) academic development and planning, (b) career and college exploration and planning, and (c) social and emotional wellness. Sullivan County School District supports the development of character-based guidance programs designed to support the whole child.

At the elementary level, the bucket filler program is based on the easy-to-understand concept that everyone carries a bucket that holds good thoughts and feelings. When our buckets are full we are happy and when our buckets are empty, we feel sad. Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring, and respectful. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings. Even the youngest child understands that actions and words can either fill a bucket or dip into it. They "use their lid" when they use coping skills to protect their goods thoughts and feelings. Through this program we are encouraging, reminding, and recognizing everyone's efforts to be bucket fillers at school, at home, and everywhere they go. Through the use of common language, we are reminding students of the importance of doing kind things for others. The students learn that when they fill the buckets of others, they are filling their buckets as well. This program is supported by regular classroom lessons at all grade levels related to (a) counseling services, (b) bullying, (c) conflict resolution, and (d) career awareness.

High School Guidance Services build on the themes from the elementary level through Rachel's Challenge, the Be a Griffin campaign, and character based curriculum. The premise of Rachel's challenge is similar to the premise for the bucket filling campaign. Rachel's challenge main message is to spread random acts of kindness. The Be A GRIFFIN campaign was developed by high school students as part of the Rachel's Challenge Outreach Groups. A GRIFFIN is a student of SCHS who exhibits the characteristics of (a) generosity, (b) respect, (c) ingenuity, (d) fearlessness, (e) forgiveness, (f) individuality, and (g) nobility. Together Rachel's Challenge and the Be a GRIFFIN campaign help support the character counts educational program integrated into the high school. The Character Counts educational

program is based on the ten pillars of character as follows: (a) trustworthiness, (b) respect, (c) responsibility, (d) fairness, (e) caring, (f) citizenship, (g) honesty, (h) courage, (i) diligence, and (j) integrity.

Kindergarten orientation, at the elementary school, and seventh grade orientation at the high school are provided before the beginning of every school year to allow students and parents to gain familiarity with each school's layout, personnel, and policies and procedures. Additionally, all new students are provided with similar information via private tours of the building with available school personnel. Guidance counselors work diligently at both schools to ensure successful transitions into SCSD schools through creative pairings and lunch initiatives.

Sullivan County School District contracts with Nutrition Inc. to provide a quality food service program in compliance with state meal requirements. Breakfast and lunch programs are available at both the elementary and secondary schools. The Wellness Committee led by the school nurse supports healthy initiatives throughout the entire school district. Although health and wellness curricula are integrated throughout multiple subjects in grades K-12, defined health and wellness curricula are required for all students in grades 4, 8, and 11.

One certified school nurse and one health room assistant work as a team to provide health services to the school district's student population. Together, they assist students with health concerns, provide necessary screenings, and ensure the school district's compliance with health requirements.

The school district's emergency plan is reviewed on a regular basis through the school district's safety committee. By actively meeting and scheduling building tours the safety committee proactively addresses safety concerns. The entire school district regularly practices a variety of safety drills.

Current school district policies and administrative regulations delineate processes and procedures for all components of developmental services.

Diagnostic, Intervention and Referral Services

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

	EEP	EEI	ML	HS
Development				
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Sullivan County School District utilizes team-based decision making processes in an effort to provide diagnostic, intervention, and referral services. As collected data indicates the need for an intervention, teams consisting of educators and administrators evaluate the potential benefits of different interventions. Potential options are discussed with parents and may, as necessary, include other individuals who may offer expertise. All decisions are consistent with the policies and administrative regulations of the school district.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

The Director of Special Education, the high school principal, and the elementary school principal directly or indirectly participate in the integration of consultation and coordination services into all levels of Sullivan County School District's educational program. The three administrators provide direct integration through their leadership roles in SAP meetings, IEP meetings, 504 meetings, professional development trainings, daily interactions with parents, students, consultants, and community leaders, etc. The three administrators provide indirect integration through direct supervision of school personnel who implement established school district policies and administrative regulations related to all aspects of consultation and coordination services.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Classroom teachers and individuals providing interventions meet regularly to discuss students that are struggling with academics or behavior. At the elementary level, regular education teachers are scheduled inclusion planning time every week to meet with the learning support teachers to discuss necessary modifications and interventions. Also at the elementary level, staffing meetings occur after the first, second, and third marking period report cards are issued. Every classroom teacher in the building meets with the staffing team that consists of reading specialists, learning support teachers, the guidance counselor, and the principal. During those staffing meetings, students in every class are discussed to determine if there are academic, behavioral, or counseling needs that can be addressed by additional interventions or programs. At the elementary and high school levels, a child study team meets monthly. The child study team consists of the principal, special education coordinator, guidance counselor, and two elementary reading specialists. Learning support teachers relay their concerns to the team, who examine the concerns to determine additional interventions that can be utilized. Also at the elementary and high school levels, the SAP team meets regularly to discuss referrals of students who have exhibited academic, behavioral, or emotional difficulties which act as a barrier to success in school. All teachers that interact with the referred student have an opportunity to collaborate with SAP team members.

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

Unfortunately, the Sullivan County community is void of community operated infant and toddler centers, therefore, coordination with community operated infant and toddler centers is not possible at this time. Currently, the school district collaborates with the Columbia - Sullivan Head Start program on an as needed basis. Certainly, the school district would extend similar hospitality to any community infant and toddler centers that might come to exist in the near future. Transition services are available for early intervention students enrolling in the Sullivan County School District.

Withinthe past year, the school district has partnered with the Bradford County YMCA in an effort to develop and implement child care and after school programs within the county. The beginning step of this effort was this past summer's YMCA camp. The hope is the success of the YMCA summer camp program will allow SCSD and YMCA to continue to serve the needs of the community. The school district continues to work with a local community group in an attempt to bring a pre-kindergarten program to the county.

The district coordinates with the local Head Start program to facilitate the transition from Head Start to kindergarten. Kindergarten teachers, Head Start teachers, the elementary principal, and special education coordinator meet every spring to address possible needs and concerns about incoming kindergarten students from Head Start. Kindergarten screenings for all students are provided during kindergarten registration in the spring. Incoming kindergarten students are offered the opportunity to attend the Ready Freddy kindergarten transition program. In addition to Ready Freddy, kindergarten teachers host a kindergarten orientation the week before school starts.

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.

Sullivan County School District addresses coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access through contract services with BLaST IU 17 for Early Intervention Services. Transition meetings are held annually before the students reach school age or transition into kindergarten to ensure for smooth transitions from the home setting and any early childhood care or educational setting the students attend, 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
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Sullivan County School District's curricular review process, common instructional framework, and budgetary processes ensures equitable distribution of materials and resources for all educational programs throughout the school district.

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

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Sullivan County School District's curricular review process, common instructional framework, and budgetary processes ensures equitable distribution of materials and resources for all educational programs throughout the school district.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Sullivan County School District's curricular review process, common instructional framework, and budgetary processes ensures equitable distribution of materials and resources for all educational programs throughout the school district.

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

This narrative is empty.

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

Provide explanation for processes used to ensure Accomplishment.

Sullivan County School District's curricular review process, common instructional framework, and budgetary processes ensures equitable distribution of materials and resources for all educational programs throughout the school district.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in

	50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms

English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

	district classrooms

Further explanation for columns selected "

This narrative is empty.

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.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

All educators and administrators in Sullivan County School District have access to a variety of different professional development opportunities. Interested individuals fill out conference or course request forms. Each request is reviewed by the appropriate supervisor for rigor, relevance, and impact on student learning. Individuals approved for conference attendance are required to submit a summary of the salient points of the conference and expected to share, if asked, information learned with colleagues. The school district hopes to continue to build the capacity of the individuals within the organization in an effort to move toward a more job-embedded train the trainer model for professional development in the future.

All educators and administrators have the opportunity to provide input to the Act 48 Professional Development Committee. The committee holds regular meetings to discuss professional development opportunities relative to planning In-Service Day activities. Feedback from meetings and professional development surveys are utilized to determine the best use of professional development opportunities for teachers and students.

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

This narrative is empty.

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.

Sullivan County School District has an active Act 48 Committee or Professional Development Education Committee that meets on a regular basis throughout the course of the school year. After every In-Service Day program, all members of the Sullivan County School District Professional Team complete surveys related to the quality of the In-Service presentation and needs for future professional development. Members of the Act 48 committee meet to review the identified needs in developing programming for the next school year. All members of the professional team contribute to the planning, development, and implementation of In-Service opportunities designed to influence student learning.

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

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

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

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

At the beginning of the induction program, each inductee will complete a questionnaire to assess current needs and current levels of understanding. The questionnaire asks the inductee to rate their knowledge at the district level, the building level, and the classroom level. More specifically, the questionnaire asks the inductee to explain their familiarity with

daily lesson plan formats, instructional lesson formats, common elements of instruction, principles of learning, working with students, understanding the family, understanding the community, and professional education. The assessment shall be used to provide help and support for the inductee and to provide guidance for the mentor. The Sullivan County School District's Induction Plan is designed to be an on-going program. The relationship between the mentor and inductee should be continuous and close. The mentor and inductee will meet on a designated day before the school year begins, weekly during September and October, twice a month for the remainder of the first semester, and once a month during the second semester. Nothing shall preclude more frequent meetings, if needed. The inductee will make at least one visitation to a classroom of interest each marking period of the first semester. Before each visit, the mentor and inductee should agree on specific items to observe closely. Following the observation, the mentor and inductee should discuss the results. The Teacher Induction Program supports the new teacher by providing support, information, and opportunities for guided practice concerning the implementation of the Pennsylvania Department of Education's Standards Aligned System as well as school district policies, procedures, and practices. The goal is to successfully integrate the inductee into the school district's professional team through a variety of networking opportunities and to develop a sense of collegiality and camaraderie. Although both mentors and inductees should take the opportunity to add other topics as the need dictates, a suggested timeline for discussion of topics is as follows:

Before the Start of School

- Meeting with the Induction Coordinator

- Completion of the Needs Assessment

- School Calendar

- Meeting with the nurse regarding student health issues

- Meeting with the Special Education Director to familiarize new teacher with special needs student(s), specialists with whom they may be involved etc.

- Meeting with the Technology Coordinator regarding use of classroom technology and network account

- Role of support personnel

- Academic standards (overview, use in district)

- Policies and Regulations

- Strategic Plan

- Act 48 Plan

- Special Education Plan

- Building Regulations (Student and Teacher Handbooks)

- Scheduling

- Substitute Teachers

- Building goals/expectations of teachers (principal)

- Code of Professional Practice and Conduct for Educators

First Nine Weeks

- Reporting student attendance

- Grading system (use of Grade Quick)

- Reporting progress to parents (Progress Reports)

- Curriculum

- Long range and daily lesson plans, school web page

- Lesson plans for substitutes

- Fire drills and safety procedures

- Homework guidelines

- Technology / Resources

- Teacher Evaluation / Portfolio

- PSSA (Assessment Anchors / Analyzing Results)

- Tuition Reimbursement / Conference Requests

- School Closings and Delays

Second Nine Weeks

- Displaying student work

- Learning styles

- Differentiating Instruction to accommodate all learning levels

- Student participation, active learning

- Time-on-Task

- Standards-Based Classroom

- Confidentiality

- Special Education (referrals)

- Teacher designed assessment (use of rubrics)

- Library Resources

- Classroom Management

- Organizational / Record Keeping

- Budget Preparation

Third Nine Weeks

- Data Driven Decision Making

- Parent / Teacher Relationships

- Standardized Testing

- Student Motivation

Fourth Nine Weeks

- Act 48

- Instructional II Requirements

- Questioning Skills

- Completion of Induction Paperwork

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Each inductee receives a formal evaluation at the mid-point of the school year and at the end of the school year in addition to informal observations. Prior to receiving their formal evaluations at the mid-point of the school year and at the end of the school year, all inductees are required to submit a portfolio that includes (a) one unit plan, (b) lesson plans associated with included unit plan, (c) reflections on teaching, (d) examples of student work, and (e) examples of student assessments. The mentor, in conjunction with the inductee, is to keep an Induction Log, which maintains a record of the inductee's activities. By June 1, the inductee shall send to the District Office the Induction Log, the Evaluation of Program (inductee and mentor forms), and the Certification of Completion. The Induction Log and Certification of Completion will be placed in the inductee's personnel folder. The District Office will give a copy of the Certification of Completion letter to the inductee. No one may receive a Level II certificate unless an induction program is successfully complete. The building principal and superintendent of schools review the log, sign, and date it, signifying that the induction program is complete as required by the Pennsylvania Department of Education.

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

This narrative is empty.

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.

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

After reviewing the list of mentor characteristics, building principals recommend nominees to the superintendent. The superintendent selects and/or approves the mentor based upon the selection criteria and the needs of the inductee.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

Although the specific timeline referenced with Sullivan County School District's induction program is delineated in a previous section, it is the expectation that the mentor and

inductee relationship include ongoing discussions related to a variety of situations. As most situational contexts are complex and touch on multiple topics, all of the timeframes were selected for all of the topics.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The new teacher will keep a log that includes (a) meetings dates and topic(s) discussed, (b) visits to other classrooms including the date, teacher's name, and knowledge gained, and (c) a written evaluation of the program.
Additionally the inductee and the mentor will evaluate the program by answering the following questions:

- Did the program provide the support that you need to make the transition to the Sullivan County School District? Explain.

- What changes in the program would you recommend?

- To what extent were the following objectives met by the program:

o Provided training about state standards

o Provided training in instructional skills

o Provided orientation pertaining to curriculum and classroom management

o Provided orientation pertaining to organization

o Provided orientation to the district policies and procedures

o Provided a support system for the inductee through the use of a mentor.

Program evaluations will be reviewed by the building principal and members of the Professional Development Committee. Teacher Induction Plan activities will be modified each year after reviewing the program.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **104**

Identification Method

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

The Sullivan County School District utilizes the discrepancy model for identification of specific learning disabilities. When evaluating students to determine whether the student is a student with a disability, the school psychologist administers IQ and Achievement Assessments to all referred students. The data is analyzed to determine whether there is a discrepancy indicative of a specific learning disability. Data from Title I is also utilized in the consideration. Additional data from curriculum based assessments, observations, parent and teacher in-put, medical information, record review and behavior rating scales is also a part of the evaluation. If the multi-disciplinary evaluation team determines the student's academic achievement and academic ability is substantially affecting the child's ability to learn, the team will then determine that the child is eligible for special education services under the learning disability category. Consideration is given to whether the discrepancy is due to lack of research based, appropriate instruction in reading, math or English as a second language.

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

Not significantly disproportionate

Non-Resident Students Oversight

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

No facilities for nonresident students currently exist in the boundaries of the Sullivan County 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).

Once the Sullivan County School District is made aware of such situations, the Director of Special Education would immediately contact the facility where the child is incarcerated and speak to members of its educational department. The LEA would see that a consent to release information is made available, and forward all necessary documentation to the facility. The LEA would work closely with the facility to ensure 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 Sullivan County School District makes a conscious effort to ensure that all students with disabilities are educated to the maximum extent possible with children who are non-disabled. The district follows the continuum of services to ensure that students are educated in the least restrictive environment. Special classes which separate students with disabilities from their non-disabled peers occurs only if the nature and severity of the

disability is to the degree that education in the regular education classes with supplementary aides and services cannot be achieved.

At both the elementary and high school buildings, personal care aides are utilized to support students with more intensive needs. A co-teaching model at the high school level for history and science (grades 7-12), math (9-12), and English (9-12) has been implemented. The learning support teacher and regular education teacher work cooperatively to support all students in the classrooms. At the elementary building, all learning support students are included in the general education classroom for science and social studies (K-6) with the support of paraprofessional assistance. Math, reading and English may be provided in a small group or 1:1 setting based on the needs of the students. This may include receiving instruction within the learning support teacher's classroom.

Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility and need require review by a multi-disciplinary team. Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is important to note that student placement decisions are based on need rather than convenience.

The district utilizes training through BLaST Intermediate Unit and PaTTAN, along with the Sullivan County District staff to professionally develop the teachers within the district on special education services and issues. Teachers will participate in on-going trainings regarding co-teaching, behavior management, differentiated instruction, transition, autism and writing legally defensible IEPs. The district consults with the Intermediate Unit for assistive technology support, vision and hearing support. The district takes advantage of the PaTTAN short-term loan program for assistive technology.

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 district is committed to supporting students with behavioral needs in the least restrictive environment. The staff receives on-going training that addresses positive behavior supports and de-escalation techniques. Restraint of a student is only used as a last resort when clear and present danger exists. The elementary school has a specific program (Bucket Filler) to promote positive behaviors. The school district has access to the Intermediate Unit's Behavioral Support team. If a Positive Behavior Support Plan (PBSP) is needed, then it is based on the results of a Functional Behavior Assessment (FBA). The plans

focus on positive rather than negative or aversive techniques and ensure that students are free from unreasonable use of restraints. The staff members work closely with each other and parents to ensure continuity and fidelity of services.

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 Sullivan County School District consistently provides FAPE for the students with special needs.. In the event that the district is having difficulty providing FAPE for a particular student or disability category, a variety of options do exist. The district first looks to provide programming within the district. The needs of the students are reviewed by the IEP team members to determine placement, services, and supports. The school district provides related services such as personal care aides, speech support, occupational and physical therapy when needed. The district maintains a cooperative relationship with outside agencies. The Sullivan County School District works closely with Northern Tier Counseling, Bradford/Sullivan MH/ID and Children and Youth Services. The district works collaboratively with OVR, SERVE, FUTURES, and Juvenile Probation of Sullivan County to ensure all students are provided with FAPE. The district also contracts with various hospitalization and day treatment programs. All placements, including those outside the district, are based on identified student needs. The district will consider expansion of programs if deemed necessary to meet student needs.

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 Sullivan County School District provides Special Education programs and services that meet the individual needs of students with disabilities. It is the goal of the school district to provide these supports in the LRE. Students with disabilities are given the opportunity to be educated alongside their non-disabled peers in grades K-12 if the IEP team agrees that is appropriate. Sullivan County School District has moved towards a more inclusive co-teaching model with supports occurring within the general education classroom. The staff continually demonstrates knowledge of the standards, which is reflected in the planning

and implementation of the programs. Students are educated using the district's curriculum which is adapted as necessary to meet their needs. The professional staff is highly qualified. The Special Education staff collaborates with the regular education staff on many different levels. They participate in co-planning time, curriculum writing, in-service preparation and participation, meetings to address individual student needs and quarterly staffing meetings. Sullivan County School District uses a Web based IEP system that allows the district to maintain accurate records and meet compliance. As a district, we network with parents to provide transition information through transition council. The opportunity for vocational training is available for eligible students through Northern Tier Career Center. Eligible students also participate in SERVE where they are provided with the opportunity to develop vocational skills, work with job coaches and receive training to develop independent living skills. Sullivan County promotes parent participation in IEP development. The school district prides itself on developing a positive working relationship with parents transitioning from early intervention to school age. Early intervention and Head Start meetings are held to establish the cooperative working relationship. The district holds a kindergarten and 7th grade orientation.   The administration respects the rights and legal issues pertaining to students with disabilities. The supervisory staff has an effective working knowledge of the needs of students, staff and families pertaining to programs, equipment and services.

The Sullivan County School District provides special education personnel development to address autism, co-teaching, behavior support, paraprofessional highly qualified status, transition and reading and math improvement.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU 17-Loyalsock School District	Neighboring School Districts	Full-Time Autistic Support	1
IU 17- Loyalsock School District	Neighboring School Districts	Full-Time Learning Support	1
SERVE	Other	Community based vocational training	2
IU 17 Towanda	Neighboring School Districts	Full-Time Autistic Support	2
Beacon Light	Neighboring School Districts	Residential	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
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	6	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	6	0.33
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	12	0.67

Program Position #3

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 12	1	0.5
Sullivan County Elementary School	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 8	1	0.5

Program Position #4

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sullivan County JR/SR highschool	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	14 to 20	5	1
Justification: Age variance is documented in the IEP, scheduling minimizes over lap, and progress towards goals is not impeded.							

Program Position #5

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	6	0.55
Sullivan County JR/SR hihgschool	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.45

Program Position #6

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	4	0.4
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	6	0.6

Program Position #7

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.83
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	2	0.17

Program Position #8

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	3	0.27
Sullivan County JR/SR highschool	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	8	0.73

Program Position #9

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 13	2	0.04
Sullivan County High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 18	18	0.36
Justification: Students are seen in individual sessions and are not in the room at the same time							

Program Position #10

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sullivan County Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	34	0.7
Justification: The students receive individual sessions and are not in the classroom at the same time							
Sullivan County High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 21	3	0.1
Justification: The students receive individual sessions and are not in the classroom at the same time							

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessionals	Elementary School	3.5
Paraprofessionals	Sullivan County High School	5
Special Education Secretary	District Office	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	2 Days
Physical Therapy	Intermediate Unit	1 Days

School Psychologist	Intermediate Unit	3 Days
Autistic Support	Intermediate Unit	0.5 Days
Speech and Language Support	Intermediate Unit	4 Days
Emotional Support	Intermediate Unit	2 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
This question has not been answered.

District Accomplishments

Accomplishment #1:
The Sullivan County Elementary School students scored 87.4 on the School Performance Profile in the 2012-13 school year and 88.8 in the 2013-14 school year. Also, the elementary school was recognized as a Title I Reward District due to high progress in the 2012-13 school year.

The Sullivan County High School students scored an 85.5 on the school performance profile in the 2012-13 school year and received extra credit for the advanced achievement in the Math, Algebra I area.

District Concerns

Concern #1:
With reading proficiency being a key indicator of future literacy and academic success, the current 3rd grade reading proficiency percentage is a targeted area for improvement. The concern would include continuous program evaluation for reading curriculum, instruction, and assessment at all grade levels K through 3.

Concern #2:
Aligning assessments to curriculum through the development of common assessments

Concern #3:
Instructional practices targeted to strengthen achievement and growth in historically underperforming and diverse learners.

Implementation of common instructional frameworks for reading, writing, and math at all different grade levels.

The school district does not have a school wide positive behavior interventions and support (SWPBIS) model

The school district does not have a response to instruction and intervention (RTii) model.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
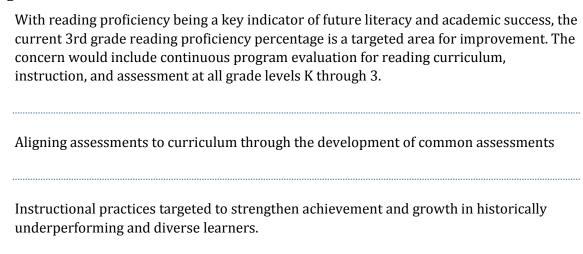
Aligned Concerns:

With reading proficiency being a key indicator of future literacy and academic success, the current 3rd grade reading proficiency percentage is a targeted area for improvement. The concern would include continuous program evaluation for reading curriculum, instruction, and assessment at all grade levels K through 3.

Aligning assessments to curriculum through the development of common assessments

Instructional practices targeted to strengthen achievement and growth in historically underperforming and diverse learners.

Implementation of common instructional frameworks for reading, writing, and math at all different grade levels.

The school district does not have a school wide positive behavior interventions and support (SWPBIS) model

The school district does not have a response to instruction and intervention (RTii) model.

Systemic Challenge #2 *(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:

With reading proficiency being a key indicator of future literacy and academic success, the current 3rd grade reading proficiency percentage is a targeted area for improvement. The concern would include continuous program evaluation for reading curriculum, instruction, and assessment at all grade levels K through 3.

Aligning assessments to curriculum through the development of common assessments

Instructional practices targeted to strengthen achievement and growth in historically underperforming and diverse learners.

Systemic Challenge #3 *(System #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

The school district does not have a school wide positive behavior interventions and support (SWPBIS) model

The school district does not have a response to instruction and intervention (RTii) model.

Systemic Challenge #4 *(System #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Aligned Concerns:

With reading proficiency being a key indicator of future literacy and academic success, the current 3rd grade reading proficiency percentage is a targeted area for improvement. The concern would include continuous program evaluation for reading curriculum, instruction, and assessment at all grade levels K through 3.

Instructional practices targeted to strengthen achievement and growth in historically underperforming and diverse learners.

Implementation of common instructional frameworks for reading, writing, and math at all different grade levels.

The school district does not have a response to instruction and intervention (RTii) model.

Systemic Challenge #5 *(System #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

With reading proficiency being a key indicator of future literacy and academic success, the current 3rd grade reading proficiency percentage is a targeted area for improvement. The concern would include continuous program evaluation for reading curriculum, instruction, and assessment at all grade levels K through 3.

Aligning assessments to curriculum through the development of common assessments

Implementation of common instructional frameworks for reading, writing, and math at all different grade levels.

Systemic Challenge #6 *(System #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

With reading proficiency being a key indicator of future literacy and academic success, the current 3rd grade reading proficiency percentage is a targeted area for improvement. The concern would include continuous program evaluation for reading curriculum, instruction, and assessment at all grade levels K through 3.

Instructional practices targeted to strengthen achievement and growth in historically underperforming and diverse learners.

Implementation of common instructional frameworks for reading, writing, and math at all different grade levels.

The school district does not have a school wide positive behavior interventions and support (SWPBIS) model

The school district does not have a response to instruction and intervention (RTii) model.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS Growth Data

Specific Targets: Maintain or increase the growth level of identified students within or between performance levels in each grade level by 10%

Type: Annual

Data Source: PSSA

Specific Targets: Improve the number of identified students in each grade from below basic or basic to proficient by 10%.

Type: Interim

Data Source: Progress Monitoring

Specific Targets: Maintain or increase the performance level of identified students according to measurements on specified goals

Strategies:

Meeting Student Needs

Description:

<u>Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</u>

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data.

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

SAS Alignment: Assessment, Instruction

Continue to develop procedures to maximize the effectiveness of data analysis procedures, data-informed instruction, data teams, and data warehousing.

<u>Differentiating Instruction</u>

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 ; 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 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Continue to develop instructional capacity to maximize the effectiveness of differentiated instruction in all classrooms.

Increased Quality Instructional Time

Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx , and http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time)

SAS Alignment: Instruction, Safe and Supportive Schools

Continue to develop inclusion model to develop effective co-teaching and supports.

SAS Alignment: None selected

Implementation Steps:

Student Learning Objectives

Description:

Development and Implementation of Student Learning Objectives for each year from the 2015-2016 school year through the 2020-2021 school year.

Evidence that will indicate the implementation step has been completed will be individual student learning objectives and collected data demonstrating achievement of indiviudal student learning objectives.

Start Date: 7/1/2015   **End Date:** 7/1/2021

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

Supported Strategies:

- Meeting Student Needs

Co-Teaching Instructional Models

Description:

Ongoing, continuous training and coaching of co-teaching instructional models for both paraprofessional and classified staff.

- Year 1 - Train the Trainer professional development with identified personnel
- Year 2 - Utilize trainers to train personnel involved in co-teaching classrooms
- Year 3 - Utilize trainers to train personnel anticipated to be involved in co-teaching classrooms in the near future
- Year 4 - Job-embedded professional development within co-teaching classrooms

- Year 5 - Job-embedded professional development within co-teaching classrooms
- Year 6 - Job-embedded professional devleopment within co-teaching classrooms

Evidence will include classroom evaluation of lesson plans and classroom observations.

Start Date: 7/1/2015   **End Date:** 7/1/2021

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

Supported Strategies:

- Meeting Student Needs

Differentiated Instruction

Description:

Ongoing, continuous training and coaching of differentiated instructional strategies for both paraprofessional and classified staff.

• Year 1 - Train the Trainer professional development with identified personnel

• Year 2 - Utilize trainers to train personnel in elementary classrooms

• Year 3 - Utilize trainers to train personnel in secondary classrooms

• Year 4 - Job-embedded professional development within co-teaching classrooms

• Year 5 - Job-embedded professional development within co-teaching classrooms

• Year 6 - Job-embedded professional development within co-teaching class

Evidence will include evaluation of lesson plans and classroom observations.

Start Date: 7/1/2015   **End Date:** 7/1/2021

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

Supported Strategies:

- Meeting Student Needs

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

Specific Targets: Educators will prepare students for standardized testing by using the SAS resources.

Strategies:

Curriculum, Instruction, and Assessment Practices

Description:

<u>*Common Assessment within Grade / Subject*</u>

WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Develop common assessments through Sullivan County School District's Curriculum Review Process.

Instructional (Distributed) Leadership Capacity Building

Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported.

(Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and http://www.pakeys.org/docs/SL%20PP%201.pdf)

SAS Alignment: Safe and Supportive Schools

Continue to use a train-the trainer approach to professional development initiatives in an effort to provide more job-embedded professional development opportunities.

Problem Solving Skill Building Programs

WWC has reviewed a number of commercial problem solving skill building programs that have a variety of effects on achievement and behavior. (Source: http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Programs&website=NCEE%2FWWC&x=6&y=9)

SAS Alignment: Instruction, Materials & Resources

Reading Across the Curriculum

While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement.

(Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction

Continue to identify reading strategies for implementation across content areas.

SAS Alignment: None selected

Implementation Steps:

Common Assessments

Description:

Integrate common assessments into the curriculum writing process.

- Year 1 - Develop core elementary and core secondary group common assessment teams
- Year 2 - Development, implementation, and analysis of common assessments with core elementary group and core secondary group
- Year 3 - Development, implementation, and analysis of common assessments with all grade levels and departments
- Year 4 - Job-embedded professional development
- Year 5 - Job-embedded professional development
- Year 6 - Job-embedded professional development

Evidence will be the developed common assessments.

Start Date: 7/1/2015   **End Date:** 7/1/2021

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

Supported Strategies:

- Curriculum, Instruction, and Assessment Practices

Common Instructional Strategies

Description:

Develop common instructional strategies for all grade levels in the areas of reading, writing, and mathematics.

- Year 1 - Development of common reading strategies for all classrooms grades K-12
- Year 2 - Implementation of common reading strategies for all classrooms grades K-12
- Year 3 - Development of common writing strategies for all classrooms grades K-12
- Year 4 - Implementation of common writing strategies for all classrooms grades K-12
- Year 5 - Development of common problem-solving strategies for all classrooms grades K-12
- Year 6 - Implementation of common problem-solving strategies for all classrooms grades K-12

Evidence will be through evaluation of lesson plans and classroom observations.

Start Date: 7/1/2015   **End Date:** 7/1/2021

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

Supported Strategies:

- Curriculum, Instruction, and Assessment Practices

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Meeting Student Needs

Start	End	Title	Description
7/1/2015	7/1/2021	Student Learning Objectives	Development and Implementation of Student Learning Objectives for each year from the 2015-2016 school year through the 2020-2021 school year. Evidence that will indicate the implementation step has been completed will be individual student learning objectives and collected data demonstrating achievement of indiviudal student learning objectives.

Person Responsible	SH	S	EP	Provider	Type	App.
Sullivan County School District Administrative Team	3.0	2	60	SCSD Administrative Team with support of BLaST Intermediate Unit #17	School Entity	Yes

Knowledge	Data-driven decision making
	Data collection
	Data analysis

Data-driven decision making

Supportive Research

Differentiatied Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	Evaluation Methods	Review of written reports summarizing instructional activity

LEA Goals Addressed:	#1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Meeting Student Needs

Start	End	Title	Description
7/1/2015	7/1/2021	Co-Teaching Instructional Models	Ongoing, continuous training and coaching of co-teaching instructional models for both paraprofessional and classified staff. • Year 1 - Train the Trainer professional development with identified personnel • Year 2 - Utilize trainers to train personnel involved in co-teaching

classrooms

- Year 3 - Utilize trainers to train personnel anticipated to be involved in co-teaching classrooms in the near future

- Year 4 - Job-embedded professional development within co-teaching classrooms

- Year 5 - Job-embedded professional development within co-teaching classrooms

- Year 6 - Job-embedded professional devleopment within co-teaching classrooms

Evidence will include classroom evaluation of lesson plans and classroom observations.

Person Responsible	SH	S	EP	Provider	Type	App.
Sullivan County School District Administrative Team	6	3	10	Sullivan County School District with support of BLaST Intermdiate Unit 17 and PaTTAN	School Entity	Yes

Knowledge   Multitude of co-teaching strategies and co-teaching models

Supportive Research   Co-Teaching

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles		**Grade Levels**	
	Classroom teachers		Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
Dir	Supt / Ast Supts / CEO / Ex		Middle (grades 6-8)
	School counselors		High (grades 9-12)
	Paraprofessional		
	New Staff		

Follow-up Activities		**Evaluation Methods**	
	Peer-to-peer lesson discussion		Review of participant lesson plans

Joint planning period
activities
Journaling and reflecting

LEA Goals Addressed:	#1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Meeting Student Needs

Start	End	Title	Description
			Ongoing, continuous training and coaching of differentiated instructional strategies for both paraprofessional and classified staff.
			• Year 1 - Train the Trainer professional development with identified personnel
7/1/2015	7/1/2021	Differentiated Instruction	• Year 2 - Utilize trainers to train personnel in elementary classrooms
			• Year 3 - Utilize trainers to train personnel in secondary classrooms

• Year 4 - Job-embedded professional development within co-teaching classrooms

• Year 5 - Job-embedded professional development within co-teaching classrooms

• Year 6 - Job-embedded professional development within co-teaching class

Evidence will include evaluation of lesson plans and classroom observations.

Person Responsible	SH	S	EP	Provider	Type	App.
Sullivan County School District Administrative Team	6	3	20	Sullivan County School District with the assistance of BLaST Intermediate Unit 17 or PaTTAN	School Entity	Yes

Knowledge Differentiated Instruction Strategies

Supportive Research Differentiated Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.		
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

Joint planning period activities		instructional delivery and professionalism.
Journaling and reflecting		Review of written reports summarizing instructional activity

LEA Goals Addressed:	**#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.**	**Strategy #1: Curriculum, Instruction, and Assessment Practices**

Start	End	Title	Description
7/1/2015	7/1/2021	Common Assessments	Integrate common assessments into the curriculum writing process. • Year 1 - Develop core elementary and core secondary group common assessment teams • Year 2 - Development, implementation, and analysis of common assessments with core elementary group and core secondary group • Year 3 - Development, implementation, and analysis of common assessments with all grade levels and departments • Year 4 - Job-embedded professional development • Year 5 - Job-embedded professional development • Year 6 - Job-embedded professional development Evidence will be the developed common assessments.

Person Responsible	SH	S	EP	Provider	Type	App.
Sullivan County School District Administrative Team	6	5	15	Sullivan County School District with assistance from BLaST Intermediate Unit 17 and PaTTAN	School Entity	Yes

Knowledge

How to develop, implement, analyze data, and adjust instruction according to performance on common assessments.

Supportive Research

Common assessments

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Journaling and reflecting

LEA Goals Addressed:	#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.	Strategy #1: Curriculum, Instruction, and Assessment Practices

Start	End	Title	Description
7/1/2015	7/1/2021	Common Instructional Strategies	Develop common instructional strategies for all grade levels in the areas of reading, writing, and mathematics. • Year 1 - Development of common reading strategies for all classrooms grades K-12 • Year 2 - Implementation of common reading strategies for all classrooms grades K-12 • Year 3 - Development of common writing strategies for all classrooms grades K-12 • Year 4 - Implementation of common writing strategies for all classrooms grades K-12 • Year 5 - Development of common problem-solving strategies for all classrooms grades K-12 • Year 6 - Implementation of common problem-solving strategies for all classrooms grades K-12

Evidence will be through evaluation of lesson plans and classroom observations.

Person Responsible	SH	S	EP	Provider	Type	App.
Sullivan County School District Administrative Team	6	3	10	Sullivan County School District with assistance from BLaST Intermediate Unit 17 or PaTTAN	School Entity	Yes

Knowledge

Common reading, writing, and implementation practices to be used across content areas and grade levels.

Reading across the content areas

Supportive Research

Writing across the content areas

Problem-solving strategies across the content areas

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

learning.

Instructs the leader in managing resources for effective results.

Training Format

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

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Review of written reports summarizing instructional activity

Journaling and reflecting

District Level Affirmations

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

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

Affirmed by Molly Kinsey on 11/20/2014

Board President

Affirmed by Kathryn Gruber on 11/19/2014

Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Affirmed by Molly Kinsey on 4/24/2014

Board President

Affirmed by Craig Skaluba on 4/24/2014

Chief Executive Officer