

Tuscarora SD

**District Level Plan**

07/01/2017 - 06/30/2020

# District Profile

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## Demographics

100 W Seminary St  
Mercersburg, PA 17236  
(717)328-3127  
Interim Superintendent: Nadine Sanders  
Director of Special Education: Michelle Bennett

## Planning Process

### 2015-2016

On June 9, 2015 the Professional Education Committee met to:

- Analyze professional development needs assessment
- Discuss community and parent involvement
- Develop Action Steps

On December 17, 2015 the Special Education Committee met to review and revise the plan.

- Special education personnel development

On January 29<sup>th</sup>, 2016 Dr. Sanders met with Dr. Sue Kanigsberg of IU12 to review the Comprehensive Planning Process for the 2017-2020 Cycle.

On April 18<sup>th</sup>, 2016 the Teacher Induction Committee met to review and revise the Induction section of the plan.

On August 2<sup>nd</sup>, 2016 the Administrative Team met to review and revise the plan.

- Review/Revise Building and District Level Plans

On Oct. 19<sup>th</sup>, 2016 The Administrative Team held a work session to continue the process of reviewing and updating both Building and District Level Plans.

On Oct. 26<sup>th</sup>, 2016 Mr. Dickey and Dr. Sanders teleconferenced with Sue Kanigsberg of IU12 to consult on our revision process.

On November 1<sup>st</sup>, 2016 Mr. Dickey teleconferenced with Sue Kanigsberg of IU12 to review, refine, and revise the District Level Plan prior to its public posting on the District Website.

## **Mission Statement**

We make sure every child is known by name.

We explicitly teach our kids to be resilient.

We praise student effort.

We make sure each child makes standard-based academic progress.

We emphasize the development of 21st century skills in our daily work with students.

We are positive role models for our students.

## **Vision Statement**

### **Our Vision:**

To create an educational environment that empowers our children to live out their dreams and thrive in the competitive 21st Century, global marketplace.

## **Shared Values**

### **District Shared Values**

- Students develop a feeling of self-worth
- Students develop the skills to solve problems and make appropriate decisions
- Students become independent, life-long learners
- Students adapt to a changing world
- Students demonstrate individual responsibility and tolerance
- Students achieve a core of knowledge that enables them to be successful in a diverse and multi-cultural world

## Educational Community

Tuscarora School District is located in Franklin County just west of Chambersburg, PA. It is a rural area with mostly dairy farms and some fruit farms. The total population is approximately 18,407 people of which 2469 are students in our schools. Our district has 1 high school, 1 middle school, and 4 elementary schools. The district covers 201 square miles in southern Franklin County bordering on Maryland. In addition to the public school district, neighboring Mercersburg Academy is a private college preparatory boarding academy for students in grades 9-12.

The community is considered average economic status with an aid ratio of .5579 for the district. The free and reduce lunches range from 28-35% of the school students. The area is considered a bedroom community with people traveling to Hagerstown and Frederick, MD; Harrisburg, Chambersburg and other locations for work. We have few retail and manufacturing opportunities with agriculture the most prominent industry. Whitetail is a ski resort that provides seasonal opportunities for employment. Mercersburg has a public library that is totally supported by the community, an environmental center that attracts students from surrounding communities, and community organizations that support both the athletic and academic programs with funds for both capital improvement and teacher grants.

The organizational resources are the staff, students and families. In addition, there are summer programs, tutoring programs, technology, and a 1:1 digital device program for students in grades 6-12. Both College Preparatory and AP courses are offered at the high school. Work study programs are available to students at the high school. Tutoring opportunities, an online cyber school, and cyber classes are available. Athletics, chorus, band, orchestra and many other extracurricular opportunities are available to the students. Parenting classes are offered at the elementary level and computer classes are offered district -wide to the community. Each building has a library/media center. Every elementary classroom has access to mobile devices and a desktop or mobile lab within the building. The 2469 students are predominately Caucasian with less than 40 English Language Learners and African Americans in the district. Between 40-67% of the students attend post-secondary education or training.

The community offers the students scouting opportunities, organized youth sports, a local swim team, church groups, local libraries, an environmental center and science/STEM camps. There are historical sites for the students to explore and learn about the history of the community. Fire departments have youth programs and volunteer programs for students. The Star Theater offers movies and also offers theatrical presentations. Mercersburg Academy offers opportunities for the students in tutoring and theatrical production as well as summer camps offered annually.

The community is very supportive of the school system. Organizations such as Tuscarora Educational Foundation provide grants to teachers to extend opportunities both inside and outside of the classroom while Fix JB Sports has raised funds through private donations to improve the athletic facilities throughout the District. MACWell provides information for community and schools on exercise and healthy eating. Fire departments provide training in safety for district staff and students.

## Planning Committee

Name	Role
<b>Rodney Benedick</b>	Administrator : Professional Education
<b>Michelle Bennett</b>	Administrator : Special Education
<b>James Carbaugh</b>	Administrator : Professional Education
<b>Ryan Kazmark</b>	Administrator
<b>Zackary Kump</b>	Administrator
<b>Andrew Kyle</b>	Administrator : Professional Education
<b>Christine Palmer</b>	Administrator : Professional Education
<b>Nadine Sanders</b>	Administrator : Professional Education
<b>Aaron Trusky</b>	Administrator
<b>Larry Funk</b>	Board Member
<b>John Heebner</b>	Board Member
<b>Daniel Myers</b>	Board Member
<b>Miles Kimmel</b>	Business Representative : Professional Education
<b>William Landis</b>	Business Representative : Professional Education
<b>Loretta Martin</b>	Community Representative : Professional Education
<b>Irene Plessinger</b>	Community Representative : Professional Education
<b>Delores Wingert</b>	Community Representative
<b>James Zeger</b>	Community Representative : Professional Education
<b>Angela Troupe</b>	Ed Specialist - Dental Hygienist : Professional Education
<b>Richard Burkett</b>	Ed Specialist - Instructional Technology : Professional Education
<b>Brittany Thierwechter</b>	Ed Specialist - School Psychologist : Professional Education Special Education
<b>Denise Baer</b>	Elementary School Teacher - Regular Education : Professional Education Special Education

<b>Matthew Piper</b>	Elementary School Teacher - Regular Education : Professional Education
<b>Susan Keebaugh</b>	Elementary School Teacher - Special Education : Special Education
<b>Stacey Deiseroth</b>	High School Teacher - Regular Education : Professional Education
<b>Michael Mele</b>	High School Teacher - Regular Education : Professional Education
<b>James Novak</b>	High School Teacher - Regular Education : Professional Education
<b>Emily Poffenberger</b>	High School Teacher - Regular Education : Professional Education
<b>Sue Kanigberg</b>	Intermediate Unit Staff Member : Professional Education
<b>Billie Cole</b>	Middle School Teacher - Regular Education : Professional Education
<b>Erin Faulkner</b>	Middle School Teacher - Regular Education : Professional Education
<b>Amy Egli</b>	Parent : Professional Education
<b>Kristie Hillier</b>	Parent : Professional Education
<b>Jennifer Iverson</b>	Parent
<b>Tara McConnell</b>	Parent : Special Education
<b>Scott Peterson</b>	Parent : Professional Education
<b>Michele Poacelli</b>	Parent
<b>Tanya Rosenberry</b>	Parent
<b>Tara Sponsler</b>	Parent
<b>Tara Summers</b>	Parent

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

The district is working on implementing a new science curriculum with new resources for the 2016-2017 school year. Social Studies will be evaluated and developed during the 2016-17 school year with implementation during the 2017-18 school year. Our current

instructional program is being maintained but needs to be redesigned to fulfill the state standards in social studies.

The district uses Home/School Visitors in the elementary school instead of guidance counselors. This provides better home to school support for "At Risk" students.

Family Consumer Science is not taught at this level.

Alternate Academic Standards no longer exist.

### Elementary Education-Intermediate Level

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

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

The district is working on implementing a new science curriculum for the 2016-2017 school year. Social Studies will be evaluated and developed during the 2016-17 school year with implementation during the 2017-18 school year. Our current instructional program is being maintained but needs to be redesigned to fulfill the state standards in science and social studies.

The district uses Home/School Visitors in the elementary school instead of guidance counselors. This provides better home to school support for "At Risk" students.



Family Consumer Science is not taught at this level.  
Alternate Academic Standards no longer exist.

### Middle Level

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

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

Alternate Academic Standards no longer exist.

### High School Level

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
<b>Arts and Humanities</b>	Developing	Developing
<b>Career Education and Work</b>	Developing	Developing
<b>Civics and Government</b>	Accomplished	Accomplished
<b>PA Core Standards: English Language Arts</b>	Accomplished	Developing
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Accomplished	Developing
<b>PA Core Standards: Mathematics</b>	Accomplished	Developing
<b>Economics</b>	Accomplished	Accomplished
<b>Environment and Ecology</b>	Accomplished	Accomplished

<b>Family and Consumer Sciences</b>	Developing	Developing
<b>Geography</b>	Developing	Developing
<b>Health, Safety and Physical Education</b>	Developing	Developing
<b>History</b>	Developing	Developing
<b>Science and Technology and Engineering Education</b>	Developing	Developing
<b>Alternate Academic Content Standards for Math</b>	Non Existent	Non Existent
<b>Alternate Academic Content Standards for Reading</b>	Non Existent	Non Existent
<b>American School Counselor Association for Students</b>	Non Existent	Non Existent
<b>English Language Proficiency</b>	Developing	Developing
<b>Interpersonal Skills</b>	Developing	Developing
<b>School Climate</b>	Developing	Developing
<b>World Language</b>	Developing	Developing

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

The James Buchanan High School has recently completed an update of all curriculum concept maps for all core content and elective courses and is in the process of fully implementing those plans.

Alternate Academic Standards no longer exist.

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

Processes used to ensure Accomplishment:

At the primary level, English/Language Arts is completed with the four characteristics and have been aligned to the standards. Characteristic 2 will be completed as other remaining core curriculum areas are completed.

Math is completed with the four characteristics and have been aligned to the standards. Characteristic 2 will be completed as other remaining core curriculum areas are completed. The remaining core subjects are in process.

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

Processes used to ensure Accomplishment:

English/Language Arts is completed with the four characteristics and have been aligned to the standards. Characteristic 2 will be completed as other remaining core curriculum areas are completed.

Math is completed with the four characteristics and have been aligned to the standards. Characteristic 2 will be completed as other remaining core curriculum areas are completed. The remaining Core classes are in process.

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

Processes used to ensure Accomplishment:

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

<b>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</b>	Developing
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Processes used to ensure Accomplishment:

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.

*This narrative is empty.*

## **Instruction**

### ***Instructional Strategies***

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

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

- Administrators
- Building Supervisors

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

Periodically, building principals do classroom walkthroughs which focus on specific instructional goals and expectations. Teacher's lesson plans are to incorporate instructional techniques used, methods of formative assessment, differentiation techniques and flexible grouping strategies. In the elementary schools, an instructional coaching model is used periodically to assist teachers in implementing common core reading, writing, and mathematics strategies into the daily instruction.

When appropriate, teacher peer coaching is used but only in situations where both parties are amicable to participating in the process or if one of the teachers is in an improvement phase of our differentiated supervision plan.

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

There is a fine line between improving instruction and dealing with a non-supervisor in a supervisory role. The Tuscarora School District makes every attempt to raise the quality of instructional delivery and planning within the confines of the Collective Bargaining Agreement with the Tuscarora Educational Association.

### *Responsiveness to Student Needs*

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

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

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

The Tuscarora School District has implemented the Reading and Writing Workshop models in our PA Core Aligned curriculum and instructional planning. Currently, we are implementing guided mathematics practices into our PA Core Aligned mathematics programs. The Tuscarora School District believes that instructional design is not limited to one delivery method and that how information is delivered to students in content and situationally dependent. We strive to make to the best instructional delivery decisions for each specific situation.

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

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

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

The Tuscarora School District has implemented the Reading and Writing Workshop models in our PA Core Aligned curriculum and instructional planning. Currently, we are implementing guided mathematics practices into our PA Core Aligned mathematics programs. The Tuscarora School District believes that instructional design is not limited to one delivery method and that how information is delivered to students in content and situationally dependent. We strive to make the best instructional delivery decisions for each specific situation.

### Middle Level

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

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

The James Buchanan Middle School uses all types of instructional delivery and grouping scenarios to best meet the needs of all students. All students have access to but special attention is given to "At Risk" students in reading, writing, and mathematics receive an additional period of intervention instruction and remediation on a daily basis as deemed necessary through analysis of CDT, district designed, and purchased commercial benchmarking diagnostic assessments. All remedial/intervention instruction is PA Core and National Common Core Aligned to ensure all students are at grade level or above on annual PSSA assessments.

### High School Level

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

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

The James Buchanan High School provides benchmark driven instruction in all core English Language Arts and Mathematics courses that is Keystone Anchors and Eligible Content and PA Core aligned. Students who scores basic or below on the Keystone Exams either retake those courses or take a one semester remediation course specifically designed to facilitate differentiation of instruction to meet the needs of the individual students. The Classroom Diagnostic Tools are implemented in Math, Science and English classes to help guide instruction to meet student needs. Currently the high school offers ten Advanced Placement and Dual Enrollment courses and is examining other course options to be implemented as the level of achievement rises amongst our college and career bound students.

## *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 Tuscarora School District works diligently to ensure a high quality applicant pool for all instructional positions kindergarten through Twelfth grades.

This practice includes but is not limited to:

- Advertising in local, regional and state wide publications
- Directly contacting Universities and Colleges with strong concentrations in an area of need
- Interviewing large pools of applicants to ensure that every qualified candidate receives an interview

## *Assessments*

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 17/18</b>	<b>SY 18/19</b>	<b>SY 19/20</b>
<b>Total Courses</b>	23.25	23.25	23.25
<b>English</b>	4.00	4.00	4.00
<b>Mathematics</b>	3.00	3.00	3.00
<b>Social Studies</b>	3.50	3.50	3.50
<b>Science</b>	3.00	3.00	3.00
<b>Physical Education</b>	2.00	2.00	2.00
<b>Health</b>	0.50	0.50	0.50
<b>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</b>			



<b>Electives</b>	6.50	6.50	6.50
<b>Minimum % Grade Required for Credit (Numerical Answer)</b>	60.00	60.00	60.00

### *Graduation Requirement Specifics*

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan.
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee.
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

### *Local Assessments*

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X				X
Civics and Government		X	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			X
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X	X			X
Science and Technology and Engineering Education		X		X	X	X
World Language		X	X			

### *Methods and Measures*

#### Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Pennsylvania System of School Assessment PSSA		X	X	
Keystone Exams				X
District Designed Final Exams				X
Advanced Placement Exams				X

**Benchmark Assessments**

Benchmark Assessments	EEP	EEI	ML	HS
Measurements of Academic Progress (MAP) Assessments	X	X	X	X
OnHand Schools Benchmark Exams with District Enhancements			X	
District Designed Benchmark Exams			X	X
OnHand Schools Keystone Exam Benchmark Assessments				X
Ready Common Core Reading and Writing Benchmark Assessments			X	
Classroom Diagnostic Tools			X	X

**Formative Assessments**

Formative Assessments	EEP	EEI	ML	HS
Classroom Based Formative Assessments	X	X	X	X
Common Course and Grade Level Assessments	X	X	X	X

**Diagnostic Assessments**

Diagnostic Assessments	EEP	EEI	ML	HS
Fountas and Pinnell Reading Benchmark/Diagnostic Assessments	X	X		
Measurements of Academic Progress (MAP) Assessments	X	X		
Classroom Diagnostic Tools			X	X

***Validation of Implemented Assessments***

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

Provide brief explanation of your process for reviewing assessments.

The Tuscarora School District uses several commercially designed benchmarking tools and multiple in-house designed assessments built from commercially supplied sources. The district has put into place a benchmarking schedule and teacher/team data review time is built into the in-service/Act 80 schedule. Teachers, coaches, and administrators at all levels evaluate the data and the effectiveness of the assessment process. This review is on-going and continuous.

### *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.

The Tuscarora School District uses multiple commercial assessment tools to generate local assessments. For Keystone Courses that do not have a released Keystone Exam, we are building assessments using either available Anchors and Eligible Content or Advanced Placement Course resources as guides to content and rigor. As these assessments are designed and implemented, the district will continue to use its practice of analysis, review, and updating as needed.

### *Collection and Dissemination*

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

The Tuscarora School District uses OnHand Schools Data Analysis Software to analyze all Benchmark, PSSA, and Keystone Exam data for strength and weaknesses in the instructional process. Combined with our curriculum concept mapping and common assessment strategies, the district pursues evaluation and strengthening of the instructional program. If available from the commercial provider, proprietary data analysis tools and software are used.

### *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.

The Tuscarora School District structures data analysis time directly into the in-service/Act 80 professional development schedule at key points throughout the school year. The district primarily uses three benchmarks prior to any summative assessments (e.g. PSSA, Keystone Exam, AP test.).

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

The Tuscarora School District:

- In all elementary schools, the district uses intervention programs such as Leveled Literacy Intervention along with flexible grouping and individualized classroom instruction during independent reading and mathematics times in the classroom.
- In the middle School, a structured enrichment period is implemented to provide additional support for all students but especially "At Risk" students in Reading, Writing, and Mathematics remediation specific to their documented skills deficiencies and instructional needs. This program is designed to use benchmark data to build intervention groups on a quarterly basis.
- In the high school, students who are unsuccessful on the Keystone Exams may choose to either repeat the course or take a half credit focused remediation course which uses benchmark data to assist in the design of student specific instructional programs.

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

N/A

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Course Planning Guides</b>		X	X	X
<b>Directing Public to the PDE &amp; other Test-related Websites</b>	X	X	X	X
<b>Individual Meetings</b>	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

- An annual report of all summative assessment results is given to the faculty at the first in-service meeting of the school year.
- An annual report is given to the board of directors and the public during the September Curriculum Review meeting.
- All state provided documents with individual student results are sent home either through the mail or with student report cards at all appropriate grade levels.
- Results are posted on the website when this posting is deemed appropriate.
- The local and regional media reports the published results annually as these results become available.

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

The Tuscarora School District provides all assessment data in as transparent a method as possible. The strategies not used are ones where the data is inappropriate to the purpose of that document or media venue.

## 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.

The Tuscarora School District uses OnHand Schools Data Analysis tools to evaluate all PSSA and Keystone Exam data every summer.

- Faculty are brought in to analyze and discuss concerns and strategize on how to raise student achievement in Reading, Writing, and Mathematics every year once the raw PSSA and Keystone data is reviewed.
- The district has developed concept maps for every core content and major elective course offered in the district including remediation and enrichment programs

While we have no schools that are considered to be in school improvement, the Tuscarora School District is being proactive to ensure that our instructional programs meet the requirements ESSA and close the achievement gap of basic and below basic achieving students by 50% in the next five years.

### *Programs, Strategies and Actions*

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

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

- The Tuscarora School District has a low incidence of disruptive behavior and student on student and student on teacher violence.
- The district has a resource officer stationed at the high school that operates district wide on an as-needed basis.
- Safety and violence prevention is embedded into our health and physical education curriculum but is not well articulated and is being updated.
- While no TSD schools fully implements a SWEBS program in its completion most of TSD schools make efforts to provide the essential elements of a SWEBS program.

### *Screening, Evaluating and Programming for Gifted Students*

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

An explanation of the Special Education Services including services designed to support GIEP students can be found in all school student handbooks.

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

The Tuscarora School District uses a screening process that consists of a brief cognitive assessment, parent and teacher input, and assessments of academic achievement e.g. PSSA, CBA's, the Kaufman test of Academic Achievement and other standardized tests. All the data is entered into a matrix and if the student achieves a score of 3 or higher the student is recommended to the school psychologist for a full evaluation. Students who score 130 or higher on the cognitive assessment are automatically sent to the school psychologist for assessment. In the psychologists phase, the district looks at multiple measures of performance including achievement within the classroom, cognitive ability, acquisition and retention rates and higher level thinking skills.

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

The Tuscarora School District uses a screening process that consists of a brief cognitive assessment, parent and teacher input, and assessments of academic achievement e.g. PSSA, CBA's, the Kaufman test of Academic Achievement and other standardized tests. All the data is entered into a matrix and if the student achieves a score of 3 or higher the student is recommended to the school psychologist for a full evaluation. Students who score 130 or higher on the cognitive assessment are automatically sent to the school psychologist for assessment. In the psychologists phase, the district looks at multiple measures of performance including achievement within the classroom, cognitive ability, acquisition and retention rates and higher level thinking skills.



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

The gifted program offers a pullout model at all levels where students work on projects and activities that support their GIEP goals. All teachers differentiate instruction in the regular classroom to meet GIEP goals. Depending on a student's level of need, students are accelerated by grade level or subject area. At the high school, students are offered the opportunity to job shadow, visit colleges and explore potential careers and educational pathways that meet their needs.

### *Developmental Services*

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

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Accommodations and Modifications</b>	X	X	X	X
<b>Administration of Medication</b>	X	X	X	X
<b>Assessment of Academic Skills/Aptitude for Learning</b>	X	X	X	X
<b>Assessment/Progress Monitoring</b>	X	X	X	X
<b>Casework</b>	X	X	X	X
<b>Crisis Response/Management/Intervention</b>	X	X	X	X

<b>Individual Counseling</b>	X	X	X	X
<b>Intervention for Actual or Potential Health Problems</b>	X	X	X	X
<b>Placement into Appropriate Programs</b>	X	X	X	X
<b>Small Group Counseling-Coping with life situations</b>	X	X	X	X
<b>Small Group Counseling-Educational planning</b>			X	X
<b>Small Group Counseling-Personal and Social Development</b>	X	X	X	X
<b>Special Education Evaluation</b>	X	X	X	X
<b>Student Assistance Program</b>			X	X

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### *Consultation and Coordination Services*

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

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Course Planning Guides</b>				X
<b>Directing Public to the PDE &amp; Test-related</b>		X	X	X

<b>Websites</b>				
<b>Individual Meetings</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Local Media Reports</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and Board of Directors</b>	X	X	X	X
<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>Press Releases</b>	X	X	X	X
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

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

- Monthly

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

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

Teachers and those individuals providing interventions communicate with each other on a weekly basis. This communication happens through email, direct conversations and phone conversations. They discuss students' needs, strengths and weaknesses. They also discuss the appropriate interventions that a student will need. Each student is looked at as an individual and their interventions are based on their needs.

### *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

1. Child Care: The district coordinates bus schedules and pick and drop off times with local child care providers. In addition, the district partners with First United Methodist church of Mercersburg and the Lutheran Church in St. Thomas in the delivery of before and after school day care services for those students in need.

2. After School programs: The district collaborates with the First United Methodist Church of Mercersburg and the Lutheran Church of St. Thomas and the JoyEl Ministries in making available after school programs to the students of our community.

3. Youth workforce development programs: The district has a 3/4 time teacher dedicated to working with students and local businesses to coordinate cooperative work learning environments to the students at James Buchanan High School. The district partners with the Franklin County Career Technical School to provide training related to select fields and potential careers for the young men and women who attend. The district also actively promotes STEM, STEM related career development and developing a hands on welding program as it relates to agricultural mechanics.

4. Tutoring: The district offers remediation and intervention programs at all levels with a focus on reading, writing, mathematics and science. All other tutoring services are offered by private vendors and utilized at the discretion of the student and their parents.

### *Preschool Agency Coordination*

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

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

Children with disabilities are served through the Lincoln Intermediate Unit. In February of every year, students who will be school age by September are identified for transition services. Meetings with parents are held to coordinate the transition to school age where parents can ask questions about school and necessary accommodations are discussed.

2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

Tuscarora School District offers a Success by Six summer program where students identified at Kindergarten registration as being at risk are offered a six week pre-kindergarten program that focuses on socialization skills and appropriate Kindergarten preparedness activities.

Two Pre-K counts classes are offered in the district by a community agency. The students are identified through financial means.

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.

Through the Success by Six program, students have a transition time to prepare for Kindergarten. The district also offers an open house prior to the start of the school year for parents and students to become acclimated with the school.

Children with disabilities are served through the Lincoln Intermediate Unit. In February of every year, students who will be school age by September are identified for transition services. Meetings with parents are held to coordinate the transition to school age where parents can ask questions about school and necessary accommodations are discussed.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

A continuous review of the curriculum concept maps and units of study is implemented to ensure appropriate materials and instructional programs are being used in every classroom across the four elementary schools.

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

N/A

#### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

A continuous review of the curriculum concept maps and units of study is implemented to ensure appropriate materials and instructional programs are being used in every classroom across the four elementary schools.

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

N/A

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

A continuous review of the curriculum concept maps and units of study is implemented to ensure appropriate materials and instructional programs are being used in every classroom across the four elementary schools.

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

N/A

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

A continuous review of the curriculum concept maps and units of study is implemented to ensure appropriate materials and instructional programs are being used in every classroom across the four elementary schools.

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

N/A

### *SAS Incorporation*

#### Elementary Education-Primary Level

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Not Applicable
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Full Implementation
<b>PA Core Standards: English Language Arts</b>	Full Implementation
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Full Implementation
<b>Economics</b>	Implemented in less than 50% of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Not Applicable
<b>Geography</b>	Implemented in less than 50% of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Full Implementation
<b>Alternate Academic Content Standards for Math</b>	Not Applicable
<b>Alternate Academic Content Standards for Reading</b>	Not Applicable



<b>American School Counselor Association for Students</b>	Not Applicable
<b>Early Childhood Education: Infant-Toddler through Second Grade</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in less than 50% of district classrooms
<b>School Climate</b>	Level of Implementation is Unknown

Further explanation for columns selected "

The Tuscarora School District makes every attempt to use PA Standards Aligned System materials whenever applicable but many times the site lacks resources and is not comprehensive enough to cover all needed materials and resources. In many cases, recourses do not exist on the site and complete topics and grade levels are empty of any materials and resources. The site is awkward and difficult to access materials if and when there are materials available.

Alternate Academic Standards no longer exist.

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

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Not Applicable
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: English Language Arts</b>	Full Implementation
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Full Implementation
<b>Economics</b>	Implemented in less than 50% of district classrooms

<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Not Applicable
<b>Geography</b>	Implemented in less than 50% of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Not Applicable
<b>Alternate Academic Content Standards for Reading</b>	Not Applicable
<b>American School Counselor Association for Students</b>	Not Applicable
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in less than 50% of district classrooms
<b>School Climate</b>	Not Applicable

Further explanation for columns selected "

The Tuscarora School District makes every attempt to use PA Standards Aligned System materials whenever applicable but many times the site lacks resources and is not comprehensive enough to cover all needed materials and resources. In many cases, resources do not exist on the site and complete topics and grade levels are empty of any materials and resources. The site is awkward and difficult to access materials if and when there are materials available.

Alternate Academic Standards no longer exist.

#### **Middle Level**

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Not Applicable
<b>Career Education and Work</b>	Implemented in 50% or more of

	district classrooms
<b>Civics and Government</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: English Language Arts</b>	Full Implementation
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Full Implementation
<b>Economics</b>	Implemented in less than 50% of district classrooms
<b>Environment and Ecology</b>	Full Implementation
<b>Family and Consumer Sciences</b>	Level of Implementation is Unknown
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Not Applicable
<b>Alternate Academic Content Standards for Reading</b>	Not Applicable
<b>American School Counselor Association for Students</b>	Implemented in less than 50% of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in

	50% or more of district classrooms
<b>School Climate</b>	Implemented in less than 50% of district classrooms
<b>World Language</b>	Not Applicable

Further explanation for columns selected "

The Tuscarora School District makes every attempt to use PA Standards Aligned System materials whenever applicable but many times the site lacks resources and is not comprehensive enough to cover all needed materials and resources. In many cases, resources do not exist on the site and complete topics and grade levels are empty of any materials and resources. The site is awkward and difficult to access materials if and when there are materials available.

Alternate Academic Standards no longer exist.

### High School Level

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Not Applicable
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Full Implementation
<b>PA Core Standards: English Language Arts</b>	Full Implementation
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Full Implementation
<b>Economics</b>	Implemented in less than 50% of district classrooms
<b>Environment and Ecology</b>	Full Implementation
<b>Family and Consumer Sciences</b>	Level of Implementation is Unknown
<b>Geography</b>	Implemented in 50% or more of district classrooms

<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Not Applicable
<b>Alternate Academic Content Standards for Reading</b>	Not Applicable
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in less than 50% of district classrooms
<b>World Language</b>	Not Applicable

Further explanation for columns selected "

The Tuscarora School District makes every attempt to use PA Standards Aligned System materials whenever applicable but many times the site lacks resources and is not comprehensive enough to cover all needed materials and resources. In many cases, recourses do not exist on the site and complete topics and grade levels are empty of any materials and resources. The site is awkward and difficult to access materials if and when there are materials available.

Alternate Academic Standards no longer exist.

## Professional Education

### *Characteristics*

District's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X

<b>Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.</b>	X	X	X	X
<b>Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.</b>	X	X	X	X
<b>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.</b>	X	X	X	X
<b>Empowers educators to work effectively with parents and community partners.</b>	X	X	X	X

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

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

The Tuscarora School District has created and cultivates a climate and culture that supports capacity and skill building of all individuals involved in the educational process.

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

*This narrative is empty.*

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
<b>The LEA has conducted the required training on:</b>
<b>8/17/2015 All staff directed to complete 3hr training via <a href="https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_2_1">https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_2_1</a></b>
<b>9/19/2016 All new hires will be directed during the Induction Program to complete training at the above mentioned site.</b>

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

<b>Questions</b>
<b>The LEA has conducted the training on:</b>
<b>8/17/2015 All Staff directed to complete 4hr course via <a href="http://eduplanet.com">eduplanet.com</a></b>
<b>9/19/2016 All new hires will be directed to complete training during Induction Program</b>

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

<b>Questions</b>
<b>The LEA has conducted the training on:</b>
<b>8/17/2015 All Staff directed to complete 4hr course via <a href="http://eduplanet.com">eduplanet.com</a></b>
<b>9/19/2016 All new hires will be directed to complete training during Induction Program</b>

### ***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.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

The Tuscarora School District designs and implements curricular and instructional programs that are student centered and focused on raising student achievement. All aspects of our professional development plan are centered on improving the alignment of the content taught to the PA Core Standards and creating students that are prepared for college and careers upon graduation.

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

- All implemented programs are assessed on a continuous basis for fidelity of implementation and effectiveness of instructional process. Formal evaluations take the form of analysis of data and the impact either positive or negative on student achievement.
- Administrators are expected to attend all professional development sessions and lead through knowledge and experience in programs being implemented but consistency of attendance is still a work in progress.
- All in-service and professional development programs are assessed via participant survey but application of that data is still being developed.

### *Induction Program*

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



- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will be provided an overview of professional practice within the context of the Danielson Framework for Teaching
- Inductees will learn strategies to manage time, resources, stress, parent conferences, and challenges within the profession
- Inductees will become familiar with No Child Left Behind, special education, Act 504, special student disabilities and state policies

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

Inductees' progress will be assessed through a list of criteria that includes but is not limited to:

- At the end of each induction presentation, a needs assessment will be conducted. The assessment will include the following 3 questions:
  - In regards to today's presentation, can you detail one item that will be useful to you and explain how?
  - List any questions you may have about today's presentation.
  - What is a topic you would like to pursue for future induction meetings?
- At the end of the induction year, a needs assessment will be conducted that includes the following 3 questions:
  - What are the strengths of the current induction program?
  - What are the weaknesses of the current induction program?
  - What recommendations do you have for improvement of the program?
- PSSA, Keystone Exams, and PVAAS data will be used to provide teachers with focused educational activities aimed at improving student achievement.
- The supervisory process will emphasize the development of effective instructional skills using the Danielson Framework.

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

N/A

### *Needs of Inductees*

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

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

Each beginning teacher follows our differentiated supervision plan, which monitors their progress through their observations, portfolio, journal, knowledge of student forms, communication logs, PDE 82-1 evaluation and student learning outcomes (SLO) data.

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

N/A

### *Mentor Characteristics*

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

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

Mentors are chosen by their building principal or department supervisor with the following essential qualities.

- knowledge and skills in the classroom
- a commitment to the teaching profession and service to children
- instructional leadership
- the ability to teach the district curriculum
- the use of appropriate, effective problem-solving techniques
- the use of a variety of instructional, classroom organization, classroom management, and grouping techniques
- a familiarity with current literature in his/her field as well as in the areas of effective schools and effective teaching
- the ability to convey enthusiasm for a subject to students
- the belief in student ability to succeed
- a commitment to setting high expectations for students
- the ability to teach at various student ability levels
- a willingness to give special attention to students requiring help
- success in fostering excellent student performance
- the ability to give and receive constructive criticism
- the ability to communicate with peers, parents and students

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

N/A

### *Induction Program Timeline*

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

If necessary, provide further explanation.

*This narrative is empty.*

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Monitoring of the program occurs in a variety of ways.

- At the conclusion of each induction session, each inductee completes an evaluation form. This form is sent to the Curriculum Director who reads, evaluates, and files each report.
- At the conclusion of the year, each inductee completes an induction program review. This review helps to make adjustments to the program for the upcoming year.
- The induction committee meets at the end of the year to review and revise the induction plan for the upcoming school year, based upon the evaluation information.

## *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: **271**

### *Identification Method*

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

We are currently identifying students as having a specific learning disability by using the discrepancy model. The multi-disciplinary team addresses whether the child demonstrates a severe discrepancy between ability and achievement relative to age or grade. The MDT also determines if the child does not achieve adequately for the child's age or meet state approved grade level standards when provided with appropriate learning experiences and scientifically based instruction. Oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving are the areas evaluated. A multidisciplinary evaluation is used to determine if the student is not achieving adequately in one or more of these areas by evaluating all areas of presumed need that have been identified by the school teams screening process. Sources of data to document lack of achievement may include results of the benchmark assessments conducted as part of the screening process. Progress monitoring data collected during the provisions of early intervening services, the student's performance on district assessments such as Fountas & Pinnell, Measures of Academic Progress (MAPS), Concepts of Print for Kindergarten students or statewide tests of achievement such as PSSA scores and PVASS projections measures of growth, in addition to norm referenced tests of academic achievement may also be used.

## *Enrollment*

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

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

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

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?
  1. There are no facilities currently located in the district.
  2. The district ensures that students are receiving a free appropriate public education by working as closely as possible with neighboring school districts and the IU that are providing services to students in these locations. When notified of meetings, a district representative actively participates in the meetings in person or via phone.
  3. Some of the barriers that exist that limit the District's participation are not knowing when students are placed in settings outside of the district. The school is not always part of the team that makes the decision nor is current paperwork forwarded in a timely fashion. Once we have knowledge of a student's placement, we make contact with the facility to obtain the most recent IEP paperwork and become a part of the team.

## *Incarcerated Students Oversight*

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

The Tuscarora School District provides a free and appropriate education for all students including special education students who are incarcerated. Our registration secretaries in cooperation with our special education secretary are the contact people for the Franklin County Prison located in the neighboring school district of Chambersburg. The special education teacher at the prison is contracted through LIU #12 and the special education

students receiving services are tracked through Penn Data. LIU procedures are established and followed in order to notify districts when school age youth enter the facility. Special education records are sent. Students may be evaluated while incarcerated if there is reason to believe the student may be disabled and in need of specially designed instruction. TSD works with LIU #12 to complete the evaluation. A district representative is invited to all meetings concerning the students. After completing their sentence, students are returned to their previous school placements. If incarcerated during their 12th grade year, students are eligible for a diploma when the home school principal determines that work is completed appropriate for graduation. We currently have no IEP students placed in the Franklin County Prison.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
  2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
  3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.
- 
1. The Tuscarora School District is committed to providing special education programs and related services in the regular education environment whenever possible. The district has a pre-referral process in place at all levels to identify and screen students who are at risk academically or behaviorally. Regular education teachers utilize strategies developed by these teams, making adaptations and modifications along with monitoring the progress of students experiencing difficulty in school. The regular education class with supplementary aids and services is always the first level of support utilized. If students are unsuccessful with this level of support, they are referred for an evaluation for special education services. If found to qualify for special education services, the district, in cooperation with the LIU #12, provides a full continuum of special education programs and related services in the least restrictive environment. The goal of the MDT and IEP team is to initially place students in the least restrictive level of intervention that will meet their needs. This level is increased or decreased as deemed necessary by the IEP team based on progress monitoring data. Special education students, with the exception of those

- students in life skills support or taking the PASA, use the same curriculum and assessments as their regular education peers with modifications as deemed necessary by the IEP team.
2. The district utilizes site-based training, consultation and technical assistance opportunities available through PaTTAN and the LIU #12 to increase access to the general education curriculum in the least restrictive environment. Co-teaching training and school wide positive behavior support training are two initiatives the district has recently participated in. Researched based training on reading and math have been provided to all staff members and continue to be a part of the districts professional development opportunities. Training related to use of technology is offered regularly as well. Teachers participate in these trainings on site as well as through the PaTTAN and LIU 12.
 

Reading and math coaches are employed by the district at the elementary level. These educators are members of the team used to review progress monitoring data of students who have been identified as at-risk. They assist the regular education teachers in identifying appropriate strategies and interventions for students within the classroom. The intervention specialists offer support to the classroom teacher and the students.

The district has a variety of supplementary aids and services available to students. TSD has a variety of modes of assistive technology readily available for students with disabilities. These include laptops, a variety of different software, adapted scissors, sound field systems, iPads, Kindles and books on tape. The use of these devices is determined based on the student's needs and the IEP team's decision. Short term loan opportunities are available for students to trial a device prior to district purchase as well.

Co-teaching is another supplementary aid offered to students. General and special education teachers collaborate on planning, instruction, and assessment. This provides more students with disabilities the opportunity to successfully integrate into the general education curriculum and the least restrictive environment. Special education services are offered through a full continuum of programs either district or IU operated. The programs and related services comply with state and federal laws regarding identification and services provided.

Extracurricular services are offered before during and after school hours. Students may participate in band, orchestra and chorus as well as a variety of sports, art, technology and agricultural opportunities.
  3. The TSD currently has 21 students placed outside of the district. 6 of those students are in neighboring school districts participating in fair share classrooms operated by the LIU #12. Prior to placing a student in a fair share class, the least restrictive environment as well as supplementary aids and services are considered. The decisions about placement are all made by the IEP team that places the student in the least restrictive environment. Of the 6 students placed outside the district 3 will be graduating and the other 3 will be returning to a newly operated HS LSS class in



our HS. Of the 11 students placed at the Franklin Learning Center, 1 will be returning to TSD operated programs. These changes will leave only 4 students placed outside the district 10 students at the Franklin Learning Center. Of the 4 students still placed outside of the district, 1 of them are court ordered into placement. As new students enter the school district via transfer or a newly enrolled kindergarten student, the district offers programs through district operated programs and fair share classes first whenever possible.

The most recent data from the State performance plan targets indicates that, TSD needs to continue to find ways to provide more opportunities for inclusion and participation in the regular education classes. TSD did not meet the state criteria in any of the three areas. The largest area for improvement is students in the regular education class 80% or more of their day. Most learning support students in grades K-8 will participate in the regular education classroom for math and reading. The district will continue to review the IEP's of the students to determine which students would be able to be successful in a regular education class with additional supplementary aids and services or co-teaching situations in order to increase the number of students in the regular education class. The district will continue to provide training to all teachers in regards to differentiated instruction, best practices and behavioral intervention supports to support their development of students in the regular education classroom. Extra support is provided to students who have skills gaps in reading through an enrichment period at both the elementary and middle school level. Remediation courses are offered at the high school for any student who is not proficient on any section of the Keystone Exams.

### *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 Tuscarora School District is committed to providing a quality education to all students. The District acknowledges that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment. The School District promotes school wide positive behavior supports (PBS) across the district. Currently, the high school and one elementary school have school wide positive behavior supports in place. Within these schools, groups of teachers, administrators and parents attended training offered by the LIU 12. Training and refresher courses are offered yearly. Other buildings within the district are using Character Counts Models with students to promote appropriate behavior and good character.

Training and information regarding functional behavior assessments (FBA) and positive behavior support plans (PBSP) are provided to the special education staff as well as

guidance staff, home and school visitors and school psychologist. Information is presented through LIU 12 and PaTTAN.

The district's school psychologist offers the teachers and staff more information regarding FBA's and PBSP for students. The psychologist is able to provide training and insight into our current FBA's and PBSP to help teachers offer a more structured plan and decrease behaviors. In addition, all special education teachers and assistants, building administrators, alternative education staff and select other members of the faculty are trained in Nonviolent Crisis Intervention. New staff members are trained each year. All currently trained staff participate in a refresher course yearly. This year we started providing training to substitute teachers and assistants.

Teachers, assistants and administrators working with our students identified as on the Autism spectrum are being training in Safety Care. This offers a more specific training in working with a population of students who may be non-vocal and require other measures of deescalation.

### *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.

At this time, the district is not having difficulty providing FAPE for our special education students. We have been able to provide a free and appropriate education to eligible special education students in all disability categories through a combination of district operated and LIU 12 operated special education programs. We work together to provide a full continuum of services in the least restrictive environment. Our teachers and administrators are flexible and creative in working with IEP teams to provide appropriate programming for students with unique needs. If we would have difficulty finding an appropriate placement for a student with an IEP, we would consult and collaborate with neighboring districts, LIU 12, PaTTAN, MHID, Base Service Unit, CASSP, OVR, juvenile probation, Meadows partial hospitalization program and/or Children and Youth. A juvenile probation officer is assigned to our secondary schools. There is a CASSP coordinator in the county as well. Representatives from MHID, OVR, and Franklin County Career and Technology Center are routinely invited to the IEP meetings of students with whom they work. We continue to work with LIU 12 to find new programs that are necessary to support students with IEP's. The LIU has recently opened a new program for students having behavioral difficulties that we have been able to utilize with a few of our students who were unsuccessful in other programs such as emotional support or Meadows partial.

## *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 Tuscarora School District special education department has many strengths and highlights. Highly qualified teachers and administrators in the Tuscarora School District are dedicated to meeting the needs of our students by providing a full continuum of free and appropriate special education programs and related services in the least restrictive environment. They are committed to further development of inclusionary practices.

Over the last few years, the school district has been working to provide an appropriate education in a district building whenever possible. Recently, the school district took over the emotional support programs with success. Students have been able to come into a district building from other fair share classes throughout the county or from the Franklin Learning Center. Students have had the opportunity for increased time in regular education with peers above and beyond extracurricular activities and school wide functions, which increases their knowledge of content and their self-confidence. The students have commented that they feel more a part of the school especially at the secondary levels. Teaming meetings are held at least monthly to discuss concerns, issues and strengths of the students. This allows teachers to brainstorm ideas when they are struggling with student behavior. For the upcoming school year, the elementary life skills support program, which is currently a fair share class, will become a district run program.

We continue to improve our use of the RTII model at all levels. We have seen the most growth with RTII in the elementary level. Students, regardless of special education eligibility are provided with the appropriate supports they need in math reading through small group interventions. Students are able to receive multiple "doses" of instruction to find and close the gaps in their learning. Special education teachers are able to offer their expertise to a wide variety of students through interventions as well as co-teaching. Special education and regular education teachers work together to provide instruction to all students. Through co-teaching more intensive instruction can happen in smaller groups. We continue to meet regularly regarding students who are struggling both academically and behaviorally in order to offer strategies and supports to the regular education teacher before considering a student for special education services.

Direct instruction in reading using research based programs such as Project Read, Read Naturally, SRA Corrective Read, Edmark, Rewards, Wilson Reading, LLI, Horizons and SIPPS are utilized. Teachers meet to review benchmark assessment data and determine appropriate interventions necessary depending on the individual students' strengths and needs. Progress monitoring data provides teachers with information and helps them determine when a student is ready to move onto grade level reading or a different intervention to meet a different need. Teachers continue to be trained to use the

intervention models as necessary. Training on transitioning to common core standards is planned for this fall.

The district works closely with the Franklin County Transition Council, our own work experience coordinator and the Franklin County Career and Technology Center to provide meaningful education programs and transition activities for our transition aged special education students and parents. Work experience opportunities, both paid and volunteer, are provided as well as job shadowing and mentoring students. Middle and high school students in the emotional support programs have group work experience opportunities weekly. The work experience coordinator works with special education students to offer opportunities for work within the school setting or outside of the school. Student and parents are provided with the opportunity for students to access continuing transition services by coordinating with agencies such as OVR, AHEDD and Youth Employment Program (YEP). We facilitate the application process by offering information, applications and scheduling the meetings for students and families to meet with representatives in the conference spaces of our special education suite.

Our high school teachers both regular and special education continue a school-wide composting project. The special ed students are responsible for collection of appropriate compostable material and loading it the composter. During their science class or horticulture elective courses, they learn about the process of composting. This knowledge is then transferred to work site when they go out to work in the spring and fall at a local site, working in their garden.

A Co-Curricular Project created three years ago through the ES Horticulture class and inclusion horticulture class along with the technology education class continues. These students continue working to create a product for sale to the business community. It is an ongoing project since they will be seasonally updating/replanting. The technology education classes built the planters initially and the students in the horticulture classes continue to plant them and replant each spring and fall. Throughout the course of this project special education students are an integral part. They combine classroom instruction with hands on learning experience and hard work in the greenhouse. They prepare soil, sow seeds, propagate plants, water and maintain crops, and then place those crops into the container for sale. They will deliver the planters and return to update and replant them seasonally.

Life skills support classes at the elementary and middle school returned to the district several years ago. Currently, the middle school class goes out to work one day a week. Next school year a HS life skills support class will return to district. We are currently planning work site opportunities for these students as we begin to prepare them for transition after high school and work in the community.

Two years ago the district started its own Elementary Autistic support classroom. The

classroom works under the Autism initiative of the state. Consultants come to the classroom regularly to support the teacher, assistants and the students. The classroom uses the verbal behavior model to support students.

Fair share classroom students participate in specials classes within the building as well as participate in regular education classes.

At the middle school we have integrated as many students as possible into the regular education setting for math and reading. This helps the students learn grade level standards and then have remediation and instruction at their ability level during another time during the day.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Special Education Assurances

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

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

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Franklin Learning Center	Special Education Centers	ES, MDS, LSS, AS	11
NHS Chambersburg	Other	AS	1
Laurel Hall School	Out-of-State Schools	Emotional Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. (feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Montgomery Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 11	17	0.7
<b>Justification: The teacher only meets with students in appropriate age ranges. Students are educated in the regular education setting for a majority of their day.</b>							
Montgomery 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	9 to 11	3	0.3



**Program Position #2 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>St. Thomas Elementary</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	10	0.5
<b>St. Thomas Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	7	0.5
<b>Justification: Teacher only meets with students in appropriate age groups.</b>							

**Program Position #3 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>James Buchanan Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	7	0.4
<b>James Buchanan Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.6

**Program Position #4 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>James Buchanan Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	12	0.7
<b>James Buchanan Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	2	0.3

**Program Position #5 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	17	0.7
<b>Justification: The teacher meets with students in appropriate age groups.</b>							
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	3	0.3

**Program Position #6 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	13	0.5
<b>Justification: The teacher meets with students in age appropriate groups.</b>							
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.5

**Program Position #7 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	18	0.7
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	3	0.3

**Program Position #8 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	0.6
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.3
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.1

**Program Position #9 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>St. Thomas Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 11	4	0.4
<b>Justification:</b> The students are taught in small groups with age appropriate peers and spend a majority of their day in the regular education class with peers.							

<b>St. Thomas Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 10	3	0.6
<b>Justification: Teacher meets with students in age appropriate groups.</b>							

#### Program Position #10 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. (feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>James Buchanan Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	11	0.7
<b>James Buchanan Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	3	0.3

#### Program Position #11 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. (feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	1	0.3

<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	6	0.7
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### Program Position #12 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. (feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Mt. View Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	13	0.3
<b>Justification: These students are seen in small group or individually. They spend a majority of their day in the regular education classroom with peers.</b>							
<b>St. Thomas Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	19	0.5
<b>Justification: Students are only seen in age appropriate groups.</b>							
<b>James Buchanan High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 17	4	0.2

### Program Position #13 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. (feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Mercersburg</b>	An	A building in	Itinerant	Speech and	5 to 11	25	0.5

<b>Elementary School</b>	Elementary School Building	which General Education programs are operated		Language Support			
<b>Justification: Students are seen in age appropriate small groups or individually.</b>							
<b>Montgomery Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 11	11	0.2
<b>Justification: Students are seen in age appropriate small group or individually.</b>							
<b>James Buchanan Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	13	0.3

#### Program Position #14 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* July 13, 2015

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. (feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Mercersburg Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 11	13	1
<b>Justification: The 3-4 year age range exception is deemed appropriate by the IEP team and justified in the IEP.</b>							

#### Program Position #15 - Proposed Program

*Operator:* Intermediate Unit

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* July 12, 2015

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. (feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
<b>James Buchanan</b>	A Middle	A building in	Supplemental	Life	11 to	9	0.7

<b>Middle School</b>	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Skills Support	15		
<b>James Buchanan Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 13	3	0.3

**Program Position #16***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>James Buchanan Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	8	1

**Program Position #17 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 12, 2015*Average square feet in regular classrooms:* 500 sq. ft.*Square footage of this classroom:* 500 sq. ft. (20 feet long x 25 feet wide)**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>St. Thomas Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	7	0.9
<b>Justification: Students are provided individual instruction.</b>							
<b>St. Thomas Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 6	1	0.1



## Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	All Buildings	1
School Psychologist	All Buildings	1
Special Education Assistants	All Buildings	16.5
Special Education Administrative Assistant	All Buildings	2
Special Education Coordinator	All Buildings	0.5
PCA	St. Thomas Elementary School	0.75
PCA	Mercersburg Elementary	0.75
PCA	James Buchanan Middle School	2

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech Language Therapist	Outside Contractor	5 Days
Speech Language Therapist	Outside Contractor	5 Days
Physical Therapists	Intermediate Unit	4 Days
Occupational Therapist	Intermediate Unit	2 Days
Occupational Therapy Assistant	Intermediate Unit	5 Days
Hearing Support	Intermediate Unit	2 Hours
Vision Support	Intermediate Unit	3 Hours

# Needs Assessment

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## Record School Patterns

**Question:**

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

What other information do you still need to assess?

**Answer:**

This question has not been answered.

## District Accomplishments

**Accomplishment #1:**

The Tuscarora School District has completed the transition to the PA Core Standards in Mathematics and ELA.

**Accomplishment #2:**

The Tuscarora School District has developed curriculum concept maps for all core and major elective courses taught in the district.

**Accomplishment #3:**

The 2016-2017 school year marked the completion of the Tuscarora School District's remodeling/renovation projects with the completion of renovations and mechanical improvements to St. Thomas Elementary School.

**Accomplishment #4:**

In the 2016-2017 school year, steps continued to be taken to unify the instructional program among the district's four elementary schools. This alignment and unification process has continued and improved over the last 3 school years.

**Accomplishment #5:**

The Tuscarora School District has continued to develop and implement a strong and consistent benchmark assessment program from kindergarten through twelfth grade.

**Accomplishment #6:**

During the 2014-15 and 2015-16 school years TSD continued to expand its one-to-one laptop program. As of the beginning of the 2016-17 school year the district has implemented its one-to-one program to include all students in grades six through twelve.

## District Concerns

### Concern #1:

Continue to develop and improve a vertically and horizontally aligned curriculum and instructional program kindergarten through twelve grade.

### Concern #2:

Continue to revise, improve, and implement a focused remediation and intervention program from kindergarten through twelfth grade.

### Concern #3:

Continuously review and improve the implementation of a strong PA Core and National Common Core driven instructional program and the continuous updating of instructional programs to ensure college and career readiness for all students.

### Concern #4:

Continue the effective integration of technology and a technology instruction program kindergarten through twelfth grade. While the District is 1:1 in grades 6-12 it is important to expand our integration of technology into our instructional practices k-5.

### Concern #5:

Development of a well-articulated Positive Behavior Supports program kindergarten through twelfth grade.

### Concern #6:

Continue to improve our professional development program built around the creation of departmental and building level Professional Learning Communities to consistently improve the quality of instructional practice district-wide.

### Concern #7:

Continue to improve and refine the common assessments for all sections of any course or grade level instructional program.

## Prioritized Systemic Challenges

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

**Aligned Concerns:**

Continue to develop and improve a vertically and horizontally aligned curriculum and instructional program kindergarten through twelve grade.

---

Continuously review and improve the implementation of a strong PA Core and National Common Core driven instructional program and the continuous updating of instructional programs to ensure college and career readiness for all students.

---

Continue to improve and refine the common assessments for all sections of any course or grade level instructional program.

**Systemic Challenge #2** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

Continuously review and improve the implementation of a strong PA Core and National Common Core driven instructional program and the continuous updating of instructional programs to ensure college and career readiness for all students.

---

Continue the effective integration of technology and a technology instruction program kindergarten through twelfth grade. While the District is 1:1 in grades 6-12 it is important to expand our integration of technology into our instructional practices k-5.

---

Development of a well-articulated Positive Behavior Supports program kindergarten through twelfth grade.

---

Continue to improve our professional development program built around the creation of departmental and building level Professional Learning Communities to consistently improve the quality of instructional practice district-wide.

---

Continue to improve and refine the common assessments for all sections of any course or grade level instructional program.

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

**Aligned Concerns:**

Continue to revise, improve, and implement a focused remediation and intervention program from kindergarten through twelfth grade.

---

Development of a well-articulated Positive Behavior Supports program kindergarten through twelfth grade.

**Systemic Challenge #4** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

Continue to develop and improve a vertically and horizontally aligned curriculum and instructional program kindergarten through twelve grade.

---

Continuously review and improve the implementation of a strong PA Core and National Common Core driven instructional program and the continuous updating of instructional programs to ensure college and career readiness for all students.

---

Continue to improve and refine the common assessments for all sections of any course or grade level instructional program.

**Systemic Challenge #5** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

Continue to development and improve a vertically and horizontally aligned curriculum and instructional program kindergarten through twelve grade.

---

Continuously review and improve the implementation of a strong PA Core and National Common Core driven instructional program and the continuous updating of instructional programs to ensure college and career readiness for all students.

---

Continue to improve our professional development program built around the creation of departmental and building level Professional Learning Communities to consistently improve the quality of instructional practice district-wide.

---

Continue to improve and refine the common assessments for all sections of any course or grade level instructional program.

**Systemic Challenge #6** (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

Continue to development and improve a vertically and horizontally aligned curriculum and instructional program kindergarten through twelve grade.

---

Continuously review and improve the implementation of a strong PA Core and National Common Core driven instructional program and the continuous updating of instructional programs to ensure college and career readiness for all students.

---

Development of a well-articulated Positive Behavior Supports program kindergarten through twelfth grade.

**Systemic Challenge #7** (*Guiding Question #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:**

Continue to revise, improve, and implement a focused remediation and intervention program from kindergarten through twelfth grade.

---

Continue to improve our professional development program built around the creation of departmental and building level Professional Learning Communities to consistently improve the quality of instructional practice district-wide.

**Systemic Challenge #8** (*Guiding Question #0*) Coordination of instructional programs across the grade levels and between the four elementary buildings.

**Aligned Concerns:**

Continue to development and improve a vertically and horizontally aligned curriculum and instructional program kindergarten through twelve grade.

---

Continuously review and improve the implementation of a strong PA Core and National Common Core driven instructional program and the continuous updating of instructional programs to ensure college and career readiness for all students.

---

Development of a well-articulated Positive Behavior Supports program kindergarten through twelfth grade.

---

Continue to improve our professional development program built around the creation of departmental and building level Professional Learning Communities to consistently improve the quality of instructional practice district-wide.

---

Continue to improve and refine the common assessments for all sections of any course or grade level instructional program.

**Systemic Challenge #9** (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Aligned Concerns:**

Continue the effective integration of technology and a technology instruction program kindergarten through twelfth grade. While the District is 1:1 in grades 6-12 it is important to expand our integration of technology into our instructional practices k-5.

---

Development of a well-articulated Positive Behavior Supports program kindergarten through twelfth grade.

---

Continue to improve our professional development program built around the creation of departmental and building level Professional Learning Communities to consistently improve the quality of instructional practice district-wide.

**Systemic Challenge #10** (*Guiding Question #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:**

Continue to revise, improve, and implement a focused remediation and intervention program from kindergarten through twelfth grade.



# District Level Plan

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## Action Plans

**Goal #1:** Frequent Monitoring of Teaching and Learning Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

### Related Challenges:

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

### Indicators of Effectiveness:

Type: Interim

Data Source: K-5 Measures of Academic Progress (MAP) Benchmark assessments are given 3 times a year for both math and reading

Specific Targets: Student Rasch Unit (RIT) score increases over time, based upon the national median according to 2015 National Norms.

Type: Interim

Data Source: K-5 Fountas & Pinnell Benchmark Assessment Systems are given 3 times a year to determine student's independent and instructional reading levels.

Specific Targets: Students Reading Levels will increase according to the F&P Levels A through Z. K= A-D, 1= E-J, 2= K-M, 3= O-P, 4= Q-S, 5= T-V+

Type: Annual

Data Source: 3-5 Pennsylvania System of State Assessments (PSSA) in English Language Arts (ELA), Math, and Science

Specific Targets: Increase in the number of students scoring proficient and advanced in each grade and cohort based on 2015-16 baselines of:

Grade	LEA	Math	Science
3	67.2	60.4	NA
4	68.6	50.9	80.7
5	68.5	55.6	NA

Type: Interim

Data Source: 6-12 Classroom Diagnostic Tool (CDTs) in ELA, math, and science

Specific Targets: Growth across time toward meeting grade-level standards

Type: Annual

Data Source: 6-8 Pennsylvania System of State Assessments (PSSA) in ELA, math, and science

Specific Targets: Increase in the number of students scoring proficient and advanced in each grade and cohort based on 2015-16 baselines of:

Grade	LEA	Math	Science
6	68.2	47.1	NA
7	59.8	30.7	NA
8	67.7	43.1	70.2

Type: Annual

Data Source: 9-12 Keystone State Assessment in Biology, Algebra, and Literature

Specific Targets: Increase in the number of students scoring proficient and advanced in each grade and cohort based on 2015-16 baselines of:

Literature	Algebra	Biology
80.0	65.6	75

### ***Strategies:***

#### *Weekly Data Team Meetings*

**Description:**

Conduct weekly data team meetings that have a specific focus and product each week. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

**SAS Alignment:** Assessment

#### *Using Student Achievement Data to Support Instructional Decision Making - Article*

**Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making.

(Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

## *PLCs - Professional Learning Communities*

### **Description:**

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan*, 73(2), 123–128. Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD. Learning Forward (2014). *3 Keys to Keep Learning Communities Focused on the Learning*. (Sources: <http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf>, <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%2%A2.aspx>) Resources: <http://effectivestrategies.wiki.caiu.org/Using+Data>, <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Assessment, Instruction

## *SAS: Assessments - Classroom Diagnostic Tools*

### **Description:**

CDTs are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner. (Sources: <http://www.pdesas.org/Page?pageId=9>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment

## *SAS: Assessments - Keystone Exams*

### **Description:**

The Keystone Exams are end-of-course assessments designed to assess proficiency in three subjects: Algebra I, Literature and Biology. The Keystone Exams are one component of Pennsylvania's system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards. (Source: <http://www.pdesas.org/Page?pageId=8>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment

### *SAS: Assessments - PSSA*

**Description:**

Pennsylvania System of School Assessment (PSSA) includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA. The English Language Arts and Mathematics PSSAs include items that are consistent with the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology. Additional PSSA-related items can be found at <http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/default.aspx#.Ve8RkM7axKU>. (Source: <http://www.pdesas.org/Page?pageId=10> )  
Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment

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

#### *Professional Learning Community (PLC) and Common Planning Time*

**Description:**

Common time and PLC time will be secured for teachers to conduct data analysis and collaboration about teaching and learning

**Start Date:** 8/1/2017      **End Date:** 6/30/2020

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

**Supported Strategies:**

- Weekly Data Team Meetings
- Using Student Achievement Data to Support Instructional Decision Making - Article
- PLCs - Professional Learning Communities
- SAS: Assessments - Classroom Diagnostic Tools
- SAS: Assessments - Keystone Exams

- SAS: Assessments - PSSA

### *Creation of Enrichment Period for Grades 6-8*

#### **Description:**

At JBMS an Enrichment Period of 30 Minutes per day where students are grouped by their specific content area needs based on their continuously monitored benchmark and CDT Data.

**Start Date:** 8/17/2016    **End Date:** 6/30/2020

#### **Program Area(s):**

#### **Supported Strategies:**

- Weekly Data Team Meetings
- Using Student Achievement Data to Support Instructional Decision Making - Article
- PLCs - Professional Learning Communities
- SAS: Assessments - Classroom Diagnostic Tools
- SAS: Assessments - PSSA

**Goal #2:** Focused Professional Development for all educators is aligned with the district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

#### **Related Challenges:**

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

#### **Indicators of Effectiveness:**

Type: Interim

Data Source: A faculty and staff survey is given after each in-service and Act 80 Day.

Specific Targets: Survey data will be used to determine targets met and areas still needing more professional development. At least a 25% Return Rate is expected.

Type: Annual

Data Source: A district-wide survey is given at the end of each year to develop professional development for the new year and to meet federal program requirements.

Specific Targets: Survey data will be used to determine targets met and areas still needing more professional development. At least a 25% Return Rate is expected.

### **Strategies:**

#### *5 Characteristics for High Quality Professional Development*

##### **Description:**

"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.

Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010." (Source

<http://files.eric.ed.gov/fulltext/ED510366.pdf>) Resource:  
<http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Safe and Supportive Schools

### **Implementation Steps:**

#### *Language and Literacy Acquisition*

##### **Description:**

Based upon survey data, trainers will be secured to support professional development in Language and Literacy Acquisition. Survey data will

indicate, along with interim and annual assessment data, if our goal of ensuring all students are growing and achieving toward state standards.

**Start Date:** 6/1/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- 5 Characteristics for High Quality Professional Development

### *Meeting the Diverse Needs of Learners in the Inclusive Classroom*

**Description:**

Focus on Instructional Best Practices to meet the needs of Special Education, Gifted, ELLs, and students needing tiered interventions.

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- 5 Characteristics for High Quality Professional Development

**Goal #3:** High Levels of Community and Parent Involvement Establish that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in districts. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

**Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Indicators of Effectiveness:**

Type: Interim



Data Source: Parent Nights

Specific Targets: Each building will ask families to complete a survey to gather feedback. At least a 25% Return Rate is expected.

Type: Interim

Data Source: Superintendent Advisory Council

Specific Targets: Survey data will be used to solicit ways to inform all stakeholders of our district goals and how we can all support these goals to educate all students. At least a 25% Return Rate is expected.

### **Strategies:**

#### *Top 5 Reasons Schools Need to Engage Parents*

##### **Description:**

(Source: [http://effectivestrategies.wiki.caiu.org/file/view/Top\\_5\\_Reasons\\_0311.pdf/528273366/Top\\_5\\_Reasons\\_0311.pdf](http://effectivestrategies.wiki.caiu.org/file/view/Top_5_Reasons_0311.pdf/528273366/Top_5_Reasons_0311.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Parent+Involvement>

**SAS Alignment:** Materials & Resources

#### *Family Literacy Activities*

##### **Description:**

Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources: [http://lincs.ed.gov/publications/pdf/lit\\_interventions.pdf](http://lincs.ed.gov/publications/pdf/lit_interventions.pdf), <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>, <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>, [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Shared\\_Book\\_092806.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf))

**SAS Alignment:** Instruction

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

#### ***Secure time for Family Literacy Nights***

**Description:**

Time will be secured for these meetings several times throughout the school year. Focus will be on assisting Children and Parents to expand their literacy practices in the home.

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

**Program Area(s):** Student Services

**Supported Strategies:**

- Top 5 Reasons Schools Need to Engage Parents
- Family Literacy Activities

#### ***Superintendent's Advisory Council***

**Description:**

This committee will meet several times per year to promote parent and family involvement in the education process during which input on a variety of school related topics is solicited and gathered from parents.

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

**Program Area(s):**

**Supported Strategies:**

- Top 5 Reasons Schools Need to Engage Parents

# Appendix: Professional Development Implementation

## Step Details

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### Focused Professional Development

#### LEA Goals Addressed:

Professional development for all educators is aligned with the district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

#### Strategy #1: 5 Characteristics for High Quality Professional Development

Start	End	Title	Description	Type	App.			
6/1/2017	6/30/2020	Language and Literacy Acquisition	Based upon survey data, trainers will be secured to support professional development in Language and Literacy Acquisition. Survey data will indicate, along with interim and annual assessment data, if our goal of ensuring all students are growing and achieving toward state standards.					
		<b>Person Responsible</b> Building Administrators and Curriculum Director	<b>SH</b> 7	<b>S</b> 3	<b>EP</b> 70	<b>Provider</b> TBD	<b>Type</b> TBD	<b>App.</b> Yes

#### Knowledge

Over the course of the next three years teachers in the Elementary and Secondary Programs will experience training in language and literacy acquisition as it pertains to their specific grade level and prudent needs. More specifics will be determined through building and instructional level team meetings.

#### Supportive Research

Effective Practices from Danielson's Framework for Teaching.

#### Designed to Accomplish

For classroom teachers, school

Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

certification or assignment.

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Department Focused Presentation
- Podcast
- Online-Synchronous
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

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**Participant Roles**

Classroom teachers  
Principals / Asst. Principals

**Grade Levels**

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

	Dir	Supt / Ast Supts / CEO / Ex New Staff	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers PLC follow up	<b>Evaluation Methods</b> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

**Focused Professional Development**

**LEA Goals Addressed:** Professional development for all educators is aligned with the district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

**Strategy #1: 5 Characteristics for High Quality Professional Development**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2017	6/30/2020	Meeting the Diverse Needs of Learners in the Inclusive Classroom	Focus on Instructional Best Practices to meet the needs of Special Education, Gifted, ELLs, and students needing tiered interventions.							

Building Level 7 3 200 TSD  
 Admins and Curriculum Director,  
 ESL Teacher, Gifted Teacher, Special Ed. Director

School Entity Yes

**Knowledge** Participants will learn strategies and best practices in meeting the needs of diverse learners.

**Supportive Research** Differentiated Instruction via Thomlinson, PDE/PaTTAN Harrisburg.

**Designed to Accomplish**

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- For classroom teachers, school counselors and education specialists:  
 Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- For school and district administrators, and other educators seeking leadership roles:  
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- 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  
 Offsite Conferences

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<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  Paraprofessional New Staff Other educational specialists Related Service Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  PLCs	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Participant survey Review of participant lesson plans

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*



# Special Education Affirmations

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

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

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

**Affirmed by Larry Funk on 4/19/2016**

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*Board President*

**Affirmed by Charles Prijatelj on 4/18/2016**

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*Superintendent/Chief Executive Officer*