Crawford Central SD

**District Level Plan**

07/01/2017 - 06/30/2020

# District Profile

## Demographics

11280 Mercer Pike
Meadville, PA 16335
(814)724-3960
Superintendent: Thomas Washington
Director of Special Education: Alisa Willey

## Planning Process

The District has a Committee of volunteers to develop the District plan. The District Committee has been made into 3 subcommittees: elementary, middel and high school. These are facilitated by the 2 Curriculum Diretcors and the 3 Instructional Coaches. The subcommittees met on a regular basis to review and analyze the input. The entire District Committee meets to review the plans suggested by the subcommittees. A Professional Education and Special Education Subcommittee meet separately to complete the required plans. The District plan will be reviewed and presented to the Board of School Directors and submitted when approved.

## Mission Statement

The Crawford Central School District, a school, home and community partnership, provides an education that:

- Challenges and prepares all students to reach their academic and social potential

- Nurtures positive student, teacher, and parent interaction

- Prepares students to become productive and contributing members of society

- Promotes an understanding and respect for cultural and ethnic differences

- Offers opportunities for students to reach their goals and express their creativity

- Empowers students with a desire for life long learning

## Vision Statement

Crawford Central students will become educated, confident, creative and healthy citizens who are positive contributors to an ever changing global society.

## Shared Values

The Crawford Central School District developed the shared values listed below.

- All instruction should be student centered and students should be held accountable for personal behavior and learning.

- Teachers and administrators must establish high expectations for the behavior and achievement of students and themselves.

- The operation of the school district must be a shared responsibility and parents must assume an active and positive role in their child's education.

- Schools should be safe and clean where a nurturing environment meets the diverse needs of students.

- Student mastery of basic skills must be evident throughout the educational process.

- The district must offer a well rounded and flexible curriculum based upon well defined and measurable standards.

- All students must develop the skill and desire to become life long learners.

- All students and staff need to be technologically literate in preparation for an ever changing world.

- Learners should understand and respect different cultures, religions and ethnic groups.

- All students have the right and an equal access to an education.

- The operation of the school district must be a shared responsibility of the community, Board of Education, learners and employees.

- Social, extracurricular and athletic activities are an integral part of the educational experience.

- Parents and business community must assume an active role in developing effective schools.

- Opportunities should always be present for students to engage in responsible citizenship.

- Assessment of student progress should be authentic and useful in guiding instruction.

## Educational Community

The Crawford Central School District was formed in 1972 as part of a county-wide educational reorganization program. All school districts in Crawford County including Erie and Warren Counties

make up Intermediate Unit #5 of the Pennsylvania Public Schools System with the exception of Titusville.

Crawford Central School District is the largest of four districts in the county with 3,734 students enrolled as of October 2015. The district includes the town of Cochranton and the city of Meadville. The Borough of Cochranton's population is 1,118 as of 2014. The City of Meadville has a population of 13,238 as of 2014.(city-data.com) The students are housed in five elementary, one middle and two high schools.

The school district is divided into two major attendances areas, one serving Cochranton and the other Meadville. Cochranton students are housed in a K-6 grade elementary school and a 7-12 grade secondary building. Students in the Meadville area attend one of four elementary schools and a 7-8 grade middle school complex attached to the high school which houses grades 9-12. Students from both high schools may also attend the Crawford County Career and Technical Center on a half-day basis.

As of 2014, there were 87,175 people who lived and worked in Crawford County. Crawford County is considered 36% of it urban and 64% of it rural. Meadville is the county seat and offers the majority of public housing, social services and medical facilities. A stable economic environment, good cultural and recreational opportunities, and close proximity to several metropolitan areas make Crawford County an appealing place in which to work, live and educate children. The ethnic makeup in the county was White Non-Hispanic (95.7%), Black Non-Hispanic (1.7%), Hispanic or Latino (0.9%) and two or more races (1.0%). The median age of residents was 41 years old. The average household size was 2.0 people. The estimated median household income in the county was $44, 575 and in Pennsylvania $52,007. The education of people 25 years of age or older with a high school degree or higher was 81.6% and a Bachelor's degree or higher was 14.7%. The PA Partnerships for Children 2015 data shows there were 26.9% of children ages 3-4 in publicly funded, high quality pre-K programs compared to 18.9% in PA and 64.9% unserved who were eligible compared to 68.9% in PA. In Crawford County there were 46.4% under the age of 18 living in low-income familes compared to 39.7% in PA.

The top three industries of employment in the county were reported as Manufacturing (25.2%), Health Care and Social Assistance (18.5%) and Retail Trade (11.1%). (U.S.Census)

Large wooded areas and five major lakes provide outdoor activities including some of the best hunting and fishing in Pennsylvania. Camping, skiing, boating, and swimming are important for tourism. Several golf, tennis, and soccer facilities and the YWCA and YMCA are available for resident's use. Conneaut Lake Park is approximately ten miles away from Meadville.

Unique opportunities for academic advancement and intellectual fulfillment are offered by the existence of thirteen institutions of higher learning within a fifty mile radius. Many national, fraternal, and service organizations are active in community life. Major religious faiths are represented by the area's churches.

Students, teachers, and programs in Crawford Central are supported by staff at the district's Instructional Support Center and East End School which house the administration, curriculum, special services, business, and building and grounds, It is the function of the organization to maintain an equal level of service to all students, updated and meaningful assessment and curriculum development planning, a full range of services for special needs students and materials, and staff professional development to make for effective instruction. A board of nine elected members governs the Crawford Central School District. As the chief administrative officer, the Superintendent of Schools is responsible for implementing board policy and state regulations. The Superintendent is assisted by a professional staff which presently includes a Director of Elementary Curriculum and Title Programs, a Director of Secondary Curriculum and Federal Programs, a Business Manager, a Director of Special Services, a Director of Buildings and Grounds, and eight building administrators. More than four hundred employees share the responsibility of making the Crawford Central Schools work. Staff is represented by a local unit of the PSEA (Pennsylvania State Education Association). The full time employees reported in 2012-2013 included an Administrative Staff of 20, 290 teachers and 102 Support Staff. Questeq is contracted to provide the technology support for the staff and students. Nutritional Incorporated is a local vendor which provides food service to the schools. Hubbard Bus and Girardat Transportation are contracted to provide bussing to students.

The District enrollment in October 2015 was 3,734 students. Student populations that make up the district include gifted 1.74%, economically disadvantaged 50.4%, English Language Learners 0.19%, special education 19.87%, female 47.62% and male 52.38%. The District's race includes White 85.73%, Black 6.03%, Multiracial 4.53%, Hispanic 2.01%, American Indian 0.83%, Asian 0.72% and Native Hawaiian/Pacific Islander 0.16%. The District drop-out rate was 1.51%. There were 200 students enrolled in the Crawford County Career and Technical Center (October 2015 PIMS).

The District provides many positive opportunities for academic and extracurricular programming. Students are able to apply to the Crawford County Career and Technical Center for two or three year programming. The Career Center provides diversified occupational and capstone co-ops. The District partners with several businesses to provide work experiences such as mock interviews, job-shadowing and internships. The District participates in the Crawford County Career Education Alliance which provides school to work experiences for students, including field trips, Industry Club and Career Camp.

The District offers nine Advanced Placement courses in the core content areas. The gifted program includes programs for enrichment, accelerated curriculum and a Challenge Center. Students are also able to attend seminars at Allegheny College through the Arts Immersion program. There is an Enrichment Program for eligible gifted or talented middle school students after school which provides several areas of activities.

The District has developed its own Online Course Program. Students may enjoy online learning opportunities both full and part time. Dual Enrollment courses are offered to eligible students through Allegheny College and Butler County Community College.  Academic Sports Leagues are sponsored in each high school.

The District also has clubs and student groups that participate in local events such as Make a Difference Day, French Creek Clean Up and Recycling Program.

The District also offers an Adult Basic Education Program in cooperation with Crawford County READ. Students may earn a Crawford County ABE diploma and GED.

Elementary schools have Parent Teacher Organizations, and the middle school has a MAMS Parent Action Committee.

Crawford Central School District through the Meadville Middle School provides school-based mental health services targeting those students who have emotional and behavioral difficulties.  The school based mental health service offers a wide range of full, comprehensive mental health services in the school. The purpose of the program is to help students keep personal issues from affecting emotional and academic success.  Appointments can be scheduled into the student's day thereby allowing them services without missing class time.  School-based mental health services are paid through ACCESS or private insurance carriers.

The community also provides opportunities to enhance the achievement of its students. Creating Landscapes for Families provides programming for families and children.The Crawford County READ program provides instruction in literacy and adult basic education. Allegheny College partners with the District for programs, such as Third Thursdays and Science Symposium for Fourth Grade.

Other area organizations help to add to the community, including the Meadville Area Recreational Center, YMCA and area churches. The Meadville and Cochranton Public Library provide resources and internet access to the public.

## Planning Committee

| Name | Role |
| --- | --- |
| Tamara Clark | Administrator : Professional Education |
| Jennifer Galdon | Administrator : Professional Education Special Education |
| M. Scott Lynch | Administrator : Professional Education |
| Ann Noonen | Administrator : Professional Education |
| Thomas Washington | Administrator : Professional Education Special Education |
| Alisa Willey | Administrator : Professional Education Special Education |
| Jeff Deardorff | Board Member |
| Jan Feleppa | Board Member : Professional Education Special Education |
| Samantha Smith | Business Representative : Professional Education |

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|---|---|
| Rob Smith | Business Representative : Professional Education |
| Steve Bridger | Community Representative : Professional Education |
| Patricia Deardorff | Community Representative : Professional Education |
| Eileen Mullen | Community Representative : Professional Education |
| Jocelyn Mizner | Ed Specialist - School Counselor : Professional Education |
| Sabrina Richards | Ed Specialist - School Psychologist : Professional Education Special Education |
| Nicole Rodax | Ed Specialist - School Psychologist : Special Education |
| Tammi Costello | Elementary School Teacher - Regular Education : Professional Education |
| Cheryl Krachkowski | Elementary School Teacher - Regular Education : Professional Education |
| Cindy Gettys | High School Teacher - Regular Education |
| Amy Lynn | High School Teacher - Regular Education : Special Education |
| Robert Radnich | High School Teacher - Regular Education : Professional Education |
| Susan Baker | High School Teacher - Special Education : Professional Education |
| Kim  Snedeker | High School Teacher - Special Education : Special Education |
| Stephanie  Sandrock | Instructional Coach/Mentor Librarian : Professional Education |
| Stacey Walsh | Instructional Coach/Mentor Librarian : Professional Education |
| Andrew  Herbstritt | Middle School Teacher - Regular Education : Professional Education |
| Heather Paris | Middle School Teacher - Regular Education : Professional Education |
| Brenda Costa | Parent : Professional Education |
| Tina Craft | Parent : Special Education |
| Erin  O'Day-Frye | Parent : Professional Education |
| Lisa Whitenack | Parent : Professional Education |

# Core Foundations

## Standards

### *Mapping and Alignment*

**Elementary Education-Primary Level**

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

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

Curriculum format has been done for most standards with the PA Academic Standards. The District is realigning all curriculum to the Common Core Standards.

**Elementary Education-Intermediate Level**

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

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

We do not use any Alternative Academic Content Standards. All academic needs to be remapped and aligned to the Common Core Standards. Resources exist that align to the Common Core and provide a framework and mapping tool for implementation in math.

**Middle Level**

| Standards | Mapping | Alignment |
|---|---|---|
| Arts and Humanities | Developing | Developing |
| Career Education and Work | Accomplished | Accomplished |

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

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

Curriculum documents for each course include the mapping of scope and sequence of skills and alignment to the PA Standards. The courses not developed or accomlished will be completed in the next two years with a common framework.

**High School Level**

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

| | | |
|---|---|---|
| History | Developing | Developing |
| Science and Technology and Engineering Education | Developing | Developing |
| Alternate Academic Content Standards for Math | Developing | Developing |
| Alternate Academic Content Standards for Reading | Non Existent | Non Existent |
| American School Counselor Association for Students | Non Existent | Non Existent |
| English Language Proficiency | Needs Improvement | Needs Improvement |
| Interpersonal Skills | Needs Improvement | Needs Improvement |
| School Climate | Needs Improvement | Needs Improvement |
| World Language | Developing | Developing |

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

Curriculum documents for each course include the mapping of scope and sequence of skills and alignment to the PA Standards. The courses not developed or accomlished will be completed in the next two years with a common framework.

## *Adaptations*

**Elementary Education-Primary Level**

- PA Core Standards: English Language Arts

**Elementary Education-Intermediate Level**

- PA Core Standards: English Language Arts

**Middle Level**

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

**High School Level**

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

The middle level has aligned all of the courses to the PA Academic Standards. It has included aligning the curriculum to the PA Common Core Standards in middle level math courses; the PA Common Core Standards for ELA in middle level English; the PA Common Core Standards for Literacy in Social Studies in Grades 7 and 8 Social Studies. The high school level has aligned all of the courses to the PA Academic Standards. It has included aligning the curriculum to the PA Common Core Standards in courses that include Algebra I, II, Geometry content courses; the PA Common Core Standards for high school English; the PA Common Core Standards for Literacy in Social Studies courses. The District formed a committeeto map the Career and Education programs in K-12.

# Curriculum

## *Planned Instruction*

**Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

Curriculum mapping and realignment is in process. Objectives identified and procedures in each subject area will be identified. The District curriculum and mapping is communicated to all administrators and teachers. A committee with representatives from each grade level, including learning support teachers, is developed to complete the curriculum mapping and realignment.

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

Curriculum mapping and realignment is in process. Objectives identified and procedures in each subject area will be identified. The District curriculum and mapping is communicated to all administrators and teachers. A committee with representatives from each grade level, including learning support teachers, is developed to complete the curriculum mapping and realignment.

**Elementary Education-Intermediate Level**

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

Processes used to ensure Accomplishment:

Curriculum mapping and realignment is in process. Objectives identified and procedures in each subject area will be identified. The District curriculum and mapping is communicated to all administrators and teachers. A committee with representatives from each grade level, including learning support teachers, is developed to complete the curriculum mapping and realignment.

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

Curriculum mapping and realignment is in process. Objectives identified and procedures in each subject area will be identified. The District curriculum and mapping is communicated to all administrators and teachers. A committee with representatives from each grade level, including learning support teachers, is developed to complete the curriculum mapping and realignment.

**Middle Level**

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

Processes used to ensure Accomplishment:

Curriculum includes content, materials, assessment, standards and assessment. New frameworks are being developed to include a comprehensive curriculum. Math, science, social studies and ELA include new standards and the new framework.

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

*This narrative is empty.*

**High School Level**

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

Processes used to ensure Accomplishment:

Curriculum includes content, materials, assessment, standards and assessment. New frameworks are being developed to include a comprehensive curriculum. Math, science, social studies and ELA include new standards and the new framework.

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.

Crawford Central Teachers are provided with all student IEP and GIEP accomodations and modifications prior to working with students. Teachers are expected to differentiate their instruction, provide equipment and assistive technology when appropriate, alter expectations, time, materials, and the classroom environment when appropriate. Students are placed in the Least Restrictive Environment in an Inclusive Environment where co-teaching strategies are most often utilized. There are instances when students are pulled out for instruction, depending on IEP goals, individual needs, and support required. Accommodation decisions are made based on individual needs. The accomodations are

expected to reduce the effect of the student's disability to access instruction, however, they do not reduce learning expectations. Training and practice are provided for staff through a variety of professional development opportunities. Teachers are expected to continually evaluate and reflect on the modifications being made and make informed decisions about needed revisions required.

The District provides an ESL program that provides instruction in an inclusive enviroment as well as a pull out program for more individualized instruction.

Students in a regular education setting who require support may benefit from Title I services in a push-in setting. These students may receive additional individual support or may receive support in a co-teaching environment. Flexible grouping is utilized to provide more individualized support or intervention when needed as well.

# Instruction

## *Instructional Strategies*

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

  **Regular Lesson Plan Review**
  - Building Supervisors

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

The District has participated in the Teacher Effectiveness training and is implementing the Clinical Model and Differentiated Supervision. The District will be using a suggested amount of formal observations and walkthroughs. This will include two formal observations and two walkthroughs for non tenured teachers and one formal observation and one walkthrough for tenured teachers. The District is using the Charlotte Danielson framework for formal observations. The District is using a technology-based tool to document walkthroughs and observations.The District will continue to use two formal observations on tenured specialists or four formal observations for non tenured specialists. All teachers will continue to be evaluated with the required Teacher Rating Form. Peer evaluation and coaching is available to teachers through the Teacher Induction Program. Inductees observe other teachers and discuss and reflect on teaching practices. Teachers are permitted to use up to three Visitation Days to observe and reflect on teaching practices of others in the District. Instructional Coaches provide job-embedded professional development in literacy and technology. The Instructional Coaches also meet regularly with new teachers to reflect on teaching practices.

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

Strategies are all inlcuded.

## *Responsiveness to Student Needs*

**Elementary Education-Primary Level**

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

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

*This narrative is empty.*

**Elementary Education-Intermediate Level**

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

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

While the primary teachers have received professional development in grouping practices, the District is in the process of providing professional development on reseacrh-based grouping practices at the intermediate level. Many have been working ttowards structured grouping, but the District has not reached greater than 50% total.

**Middle Level**

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

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

At the middle level, there is limited flexible instructional time. Students follow a schedule of 7-8 classes per day. Students are tracked in math and language arts. This tracking sometimes determines the other core course scheduling. There is limited time during the day to provide intervention due to lack of funding to provide these programs.

**High School Level**

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

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

At the high school level, there is limited flexible instructional time. Students are tracked in all core courses and high school course requirements are set for all other courses. Differentiatied instruction is met more for students with special needs. Differentiated

instructional strategies are not used as much at the high school level. Differentiated instructional strategies is provided in professional development programs for the secondary schools.

## *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 District is committed to providing the most highly qualified teachers to meet the needs of students. The District completes strategies to hire and retain quality employees.
**Advertising**
--The District advertises available positions in postings in each building, in local newspapers, on the local television station, on the District webpage, on a District voicemail and on Craeer Gateway and Pennlink.
**Active Recruitment**
--The District participates in local job fairs held at area colleges or universities.
**Teacher Induction Program**
--The District requires that all new teachers participate in e three-year Teacher Induction Program.
**Professional Development**
-- All new teachers are required to participate in professional development in A.P.L (a classroom management program) and Literacy. SAP Training is provided to teachers.
**Instructional Coaches**
--Instructional Coaches meet with new teachers to provide intensive support and monitor the District initiatives.

## Assessments

### *Local Graduation Requirements*

| Course Completion | SY 17/18 | SY 18/19 | SY 19/20 |
|---|---|---|---|
| Total Courses | | | |
| English | 4.00 | 4.00 | 4.00 |
| Mathematics | 3.00 | 3.00 | 3.00 |
| Social Studies | 3.00 | 3.00 | 3.00 |
| Science | 3.00 | 3.00 | 3.00 |
| Physical Education | 4.00 | 4.00 | 4.00 |
| Health | 1.00 | 1.00 | 1.00 |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 2.00 | 2.00 | 2.00 |

| | | | |
|---|---|---|---|
| Electives | 5.00 | 5.00 | 5.00 |
| Minimum % Grade Required for Credit (Numerical Answer) | 60.00 | 60.00 | 60.00 |

## *Graduation Requirement Specifics*

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

- 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.

## *Local Assessments*

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

## *Methods and Measures*

**Summative Assessments**

| Summative Assessments | EEP | EEI | ML | HS |
|---|---|---|---|---|
| PSSA | | X | X | X |
| Keystone Exams | | | X | X |
| Advanced Placement Exams | | | | X |
| National Assessments-SAT/ACT | | | | X |
| Core Resource Assessments | X | X | X | X |

**Benchmark Assessments**

| Benchmark Assessments | EEP | EEI | ML | HS |
|---|---|---|---|---|
| Study Island | | X | X | X |
| DIBELS Next | X | X | | |

**Formative Assessments**

| Formative Assessments | EEP | EEI | ML | HS |
|---|---|---|---|---|
| Classroom-based assessments | X | X | X | X |
| Study Island Classroom-based assessments | | | X | X |
| Core Resource Assessments | X | X | X | X |

**Diagnostic Assessments**

| Diagnostic Assessments | EEP | EEI | ML | HS |
|---|---|---|---|---|
| Study Island | | X | X | X |
| DIBELS Next | | | | |
| Quick Phonics Screener | X | X | | |
| Wiley Blevins Assessment | X | X | | |

## Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessment results and development is reviewed through Curriculum Directors, Administrators and Instructional Coaches. Assessments are reviewed through the Teacher Effectiveness Process in the Teacher Observation Tool and walkthroughs. Lesson Plans must include assessments and they are reviewed by administrators. Data Teams, administrators, Curriculum Directors, teachers and instructional coaches review summative and diagnostic assessments. Data reviews and discussions are also part of the professional development plans for each building.

## 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 District uses PSSA and Keystone Exams.

## 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 District has Data Teams in each building. The data is collected and shared and discussed in building-level professional development, department -level meetings and grade-level meetings. Building principals are instructional leaders and are required to analyze data and work with Data Teams to collect and share the data. District-level and building-level administrators have access to summative, benchmark and diagnostic data. The District has purchased a data warehousing component with the student information system and the data available to all classroom teachers.

## 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 District uses a process using Data Teams  to identify needs and inform the teachers of instructional needs. The Data Teams present information to building-level, grade-level or department-level teams. The Data Teams develop discussion  regarding instructional strategies and skills that need to be addressed in literacy and math. Classroom teachers use data in the classroom to provide research-based strategies in flexible grouping, adaptations and modifications of instruction and assessment practices and other interventions. Title I services are provided to eligible students. Intervention and tutoring programs during and after school are utilized to provide additional remediation. Students in learning support receive additional support in resource classes. A summer reading program is provided to eligible students at the elementary level to increase reading achievement. Instructional Coaches are also utilized to meet with teachers about data and provide assistance in implementing the research-based strategies. The District adopted core content materials

with intervention materials for any student who needs additional practice. The District has also purchased Study Island for assessment and practice of mastery of the standards. The District has also adopted reading resources in K-8 to provide leveled reading materials. The District has also implemented Reading Counts in the middle level grades to increase skills and time for reading independently.

## *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

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

Strategies are all included.

## *Distribution of Summative Assessment Results*

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

| Press Releases | | | | |
|---|---|---|---|---|
| School Calendar | | | | |
| Student Handbook | | | | |

Provide brief explanation of the process for incorporating selected strategies.

The District includes the PA Academic and Common Core Standards in the curriculum. Teachers include standards in the Formal Teacher Observation lessons. The District provides links and copies of mailed letters about assessment results on the District webpage. The PSSA/Keystone/SAT/ACT/AP data is reviewed at least once annually with the Crawford Central Board of School Directors. In addition, letters and/or newsletters are sent home to parents of students in each building describing assessment results. The local newspaper and news channels provide information on assessment results. Principals meet with PTO or PAC groups. Individual meetings upon request or during parent conferences, IEP meetings or scheduling is done. Principals and guidance counselors also have meetings with students or present the data to students.

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

The District has not used press releases to provide information about the assessments. The Superintendent will develop a press release if required. The student handbooks and School Calendar are published before the actual results are provided to the District.

## 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.

Crawford Central School District supports struggling and nonstruggling schools by providing different forms of support.  All elementary buildings completed a Building Level Plan that addressed areas of concern.  As a part of the Comprehensive Plan, specific needs were identified.  With input from various stakeholder, a three-year professional development plan to address the identified areas was created.  All schools have identified a data team to analyze and report back to grade level, department level, and building level teams of teachers.  The Data Teams will review the assessment results and make informed instructional decisions.
Since all five elementary buildings are considered Title I Schoolwide programs, Title I Reading Specialists are employed to support at-promise students.  Intervention programs

are supported by the District, depending on level of funding. These intervention programs have included Summer Reading Club, After-school Tutoring Programs, Extended School Year, and the MLK program at the Middle School.  The District supports providing students with the least restrictive environment.  Learning Support students receive additional reinforcement within their regular ed classrooms by the Learning Support Teachers.

Title II A and Title I funds support Instructional Coach positions at both the elementary and secondary levels.  Coaches provide job-embedded professional development to any staff needing assistance as determined by the building administrator.

As identified in the Comprehensive Plan, work is underway to align the curriculum to PA Core Standards.

The Comprehensive Plan outlines the process for using evidence-based strategies in elementary and secondary classrooms across the District.  Evidence-based strategies include Reading Apprenticeship and sensory-based strategies based on Orton-Gillingham. To ensure implementation, a walk-through tool will be used by District administrators.

## *Programs, Strategies and Actions*

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

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

The elementary schools have a core team that functions similiar to the student assistance team.  Although there are initiatives at the elementary level to offer peer helper opportunities, there is not a systemic program in place.

## *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.)**

The public is made aware of gifted education services and programs through our student handbooks as well as our school website. The school psychologist and/or guidance counselor may also provide parents with information pertaining to our programming.

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

A student is referred to gifted by an educator or parent. A certified school psychologist will administer a battery of tests, including a full scale IQ test, to investigate the intellectual level, learning styles and educational needs. The school psychologists use tests of ability and achievement. The ability test includes the WISC-IV. the achievement test includes either the WIAT-III or the Woodcock Johnson tests of Achievement-III. A Gifted Multidisciplinary Evaluation Team will review the collected data and determine the student's eligibility. The team includes the school's LEA representative, teachers, guidance counselor, school psychologist, and parent. The GMDT prepares a written report and recommendation. Parents and educators may request, in writing, a GMDE for a student at any time, but only once per school year. When a student is identified, a GIEP is written.

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

Crawford Central School District utilizes multiple criteria to determine students in need of gifted education services. The criteria may include any or all of the following: achievement level above grade level validated by achievement tests, high rate of acquisition and retention of academic content, demonstrated academic achievement, performance or expertise in one or more academic area as demonstrated by excellence of products, portfolio, research, as well as criterion-referenced team judgement, early and measured use of high level thinking skills, academic creativity, academic interest, or communication 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.**

Crawford Central's gifted education program offers a continuum of educational services to gifted students that are based on assessed abilities, levels of achievement, diagnosed needs and interests. The programs at all grade levels reflect teaching strategies and educational experiences that are appropriately differentiated to meet the individual student's needs, abilities, and interests. The program provides instruction that involves abstract, complex, and higher levels of thinking at all grade levels. Students at the elementary level participate in programming that involves students that are grouped by grade level from across the five elementary buildings. The middle school program utilizes a creative/talented program to address unique learning styles and is taught with the assistance of professors from a local college. Programming at our high school level also involves extensions of the curriculum based on student interest and need for specialized educational experiences.

## *Developmental Services*

| Developmental Services | EEP | EEI | ML | HS |
|---|---|---|---|---|
| Academic Counseling | X | X | X | X |

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

Explanation of developmental services:

*This narrative is empty.*

## Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

## Consultation and Coordination Services

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

Explanation of consultation and coordination services:

*This narrative is empty.*

## Communication of Educational Opportunities

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

## Communication of Student Health Needs

| Communication of Student Health Needs | EEP | EEI | ML | HS |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Individual Meetings | X | X | X | X |
| Individual Screening Results | X | X | X | X |
| Letters to Parents/Guardians | X | X | X | X |
| Website | X | X | X | X |
| Meetings with Community, Families and Board of Directors | X | X | X | X |
| Newsletters | X | X | X | X |
| School Calendar | X | X | X | X |
| Student Handbook | X | X | X | X |

## *Frequency of Communication*

**Elementary Education - Primary Level**

- 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.

Elementary teachers are assigned to co-planning teams who meet on an ongoing basis. Middle school teachers meet daily in teacher grade level teams/pods. High school teachers meet in department meeting, as needed. The district ESL teacher and teachers of the gifted meet with classroom teachers on a regular basis. Special education staff are included in department level meetings and grade level co-planning teams. At the elementary level, Title I Reading Specialists provide interventions to the most at-promise students to support reading achievement.

## *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

Crawford Central coordinates with community-operated infant and toddler centers, as well as preschool early intervention programs, by hosting transition meetings in the spring for all incoming Kindergarten students.  The Title I program hosts Togetherness Nights in specific buildings to facilitate the transition from preschool to Kindergarten. The District participates in the Crawford County Career Education Alliance which provides after-school clubs and summer programs for secondary students.  This includes Industry Clubs, fieldtrips, and Career Camp.  The District facilitates the Martin Luther King (MLK) program at the Meadville Area Middle School.  MLK is an after-school tutoring program for underserved youth.

## *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.  The District contracts with the local IU to identify and serve children with disabilities.  The IU offers a program to provide support and services to families with children with disabilities and developmental delays in children from birth to age 5.  These services could include physical development including vision and hearing, cognitive development, communication development, social or emotional development and/or adaptative development.  The services provided differ depending on the needs of the child.
2.  The District does not operate any pre-kindergarten programs.
3.  There are several opportunities provided by the District to offer for a smooth transition.  Transition meetings are held each spring and attended by district guidance counselor, building principal, learning support staff, District Director of Special Services, parents, and representatives from the local preschool or daycare setting.  In addition, Title I offers an evening family program in the selected schools where kindergarten teachers, elementary principals, elementary guidance counselors and local preschool providers offer a look at the school building and a kindergarten classroom. The Title I teacher offers a look at an end of year skills checklist so that parents know what will be expected during the Kindergarten year.

# Materials and Resources

## *Description of Materials and Resources*

### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The District has purchased and implemented Storytown as its core resource for language arts in grade levels K-6. The core resource includes intervention kits and ELL resources. The District has provided professional development to all teachers, including special educators, gifted and ELL teachers. The District has purchased and implemented Go Math as its core resource for math in grade levels K-6. The District has provided professional development to all teachers, including special educators, gifted and ELL teachers. The District has provided access to Think Central for all elementary educators and students. All students have access to social studies texts and materials. All teachers use hands-on science resources for instruction. Teachers have the ability to request materials and supplies to enhance instruction in the classroom. Additional funding is provided to acquire materials for hands-on projects during the school year. The District has also provided all elementary buildings with consistent Grolier online databases for the libraries that all educators and students have access. The District continues to provide line items for the purchase of textbooks and materials. New textbooks are board approved during the cycle. The process for adoption includes a review by a committee of volunteers, including teachers, parents and board members.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

| student motivation, performance and educational needs | |

Provide explanation for processes used to ensure Accomplishment.

The District has purchased and implemented Storytown as its core resource for language arts in grade levels K-6. The core resource includes intervention kits and ELL resources. The District has provided professional development to all teachers, including special educators, gifted and ELL teachers. The District has purchased and implemented Go Math as its core resource for math in grade levels K-6. The District has provided professional development to all teachers, including special educators, gifted and ELL teachers. The District has provided access to Think Central for all elementary educators and students. All students have access to social studies texts and materials. All teachers use hands-on science resources for instruction. Teachers have the ability to request materials and supplies to enhance instruction in the classroom. Additional funding is provided to acquire materials for hands-on projects during the school year. The District has also provided all elementary buildings with consistent Grolier online databases for the libraries that all educators and students have access. The District continues to provide line items for the purchase of textbooks and materials. New textbooks are board approved during the cycle. The process for adoption includes a review by a committee of volunteers, including teachers, parents and board members.

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

*This narrative is empty.*

**Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

The District has purchased and implemented Reader's Journey as its core resource for language arts in grade levels 7-8. The core resource includes leveled reading materials. The District has provided professional development to all teachers, including special educators, gifted and ELL teachers. The District has purchased and implemented Holt Larson Math and Holt McDougal Common Core as its core resource for math. The District has provided professional development to all teachers, including special educators, gifted and ELL teachers.  All students have access to social studies and science texts and materials. The District has provided access to the online versions of all textbooks for educators and students.  Teachers have the ability to request materials and supplies to enhance instruction in the classroom. Additional funding is provided to acquire materials for hands-on projects during the school year. The District has also provided all secondary buildings with

consistent Grolier online databases for the libraries that all educators and students have access. The District continues to provide line items for the purchase of textbooks and materials. New textbooks are board approved during the cycle. The process for adoption includes a review by a committee of volunteers, including teachers, parents and board members.

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

*This narrative is empty.*

**High School Level**

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

Provide explanation for processes used to ensure Accomplishment.

The District has purchased and implemented Glencoe as its core resource for English in grade levels 9-12. The libararies include literature circels resouces and materials for leveled instruction. The District has purchased and implemented Holt Larson Math and Holt McDougal Common Core as its core resource for math in Algebra I, Algebra II and Geometry courses.  All Advanced Placement courses include approved textbooks and AP Exam materials. The District has provided professional development to all teachers, including special educators, gifted and ELL teachers.  All students have access to social studies and science texts and materials. The District has provided access to the online versions of all textbooks for educators and students.  Teachers have the ability to request materials and supplies to enhance instruction in the classroom. Additional funding is provided to acquire materials for hands-on projects during the school year. The District has also provided all secondary buildings with consistent Grolier online databases for the libraries that all educators and students have access. The District continues to provide line items for the purchase of textbooks and materials. New textbooks are board approved during the cycle. The process for adoption includes a review by a committee of volunteers, including teachers, parents and board members.

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

*This narrative is empty.*

## *SAS Incorporation*

**Elementary Education-Primary Level**

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

| | |
|---|---|
| Science and Technology and Engineering Education | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Reading | Implemented in 50% or more of district classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| Early Childhood Education: Infant-Toddler&rarr;Second Grade | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in 50% or more of district classrooms |
| Interpersonal Skills | Implemented in 50% or more of district classrooms |
| School Climate | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

Professional development has been provided to teachers on the resources and materials in SAS. SAS is used to align curriculum and resources during curriculum revisons. Administrators and Instructional Coaches provide teachers with ongoing support in the use of SAS.

**Elementary Education-Intermediate Level**

| Standards | Status |
|---|---|
| Arts and Humanities | Implemented in 50% or more of district classrooms |
| Career Education and Work | Implemented in 50% or more of district classrooms |

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

| | classrooms |
|---|---|
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in 50% or more of district classrooms |
| Interpersonal Skills | Implemented in 50% or more of district classrooms |
| School Climate | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

Professional development has been provided to teachers on the resources and materials in SAS. SAS is used to align curriculum and resources during curriculum revisons. Administrators and Instructional Coaches provide teachers with ongoing support in the use of SAS.

**Middle Level**

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

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

| | district classrooms |
|---|---|
| World Language | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

Professional development has been provided to teachers on the resources and materials in SAS. SAS is used to align curriculum and resources during curriculum revisons. Administrators and Instructional Coaches provide teachers with ongoing support in the use of SAS.

**High School Level**

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

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

Further explanation for columns selected "

Professional development has been provided to teachers on the resources and materials in SAS. SAS is used to align curriculum and resources during curriculum revisons.

Administrators and Instructional Coaches provide teachers with ongoing support in the use of SAS.

# Professional Education

## *Characteristics*

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

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

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

The District analyzes summative data and completes an annual review of student achievement data in the fall. Principals and Curriculum Directors work to complete comprehensive plans which include professional development. Data teams in each building meet with the principal to provide input on the professional education days. Teachers and

guidance counselors participate in a Staff Development Needs Survey each year and the results are shared with administrators and Instructional Coaches. Evaluations of inservice days are completed by all participants and the results are shared with administrators. Teachers are permitted to attend conferences and workshops that align with the district and building goals. Instructional Coaches provide on-site professional development workshops and coaching throughout the contractual school day as well as after school and summer opportunities. All administrators participate in a leadership retreat each summer and are able to participate in PILS courses. Administrators are expected to participate in professional development initiatives outlined in the district goals and professional education plans. The District works with parents and community members. The District is in a partnership with Allegheny College called Partners in Education (PIE). The District also is on the Career Education Alliance, which focuses on school to work programs. The District also provides resources to parents through Parent Connect to provide student information on attendance and grades on an ongoing basis.

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

The strategies were all selected.

### *Educator Discipline Act 126, 71*

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

| Questions |
|---|
| The LEA has conducted the required training on: |
| 8/24/2015 Women's Services to all staff members |
| The LEA plans to conduct the required training on approximately: |
| 8/28/2017 Staff will be provided online opportunities each year |

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

| Questions |
|---|
| The LEA has conducted the training on: |
| 3/10/2016 Youth Mental Health First Aid for Middle School |
| 5/19/2016 QPR Train the Trainer |
| 10/28/2016 QPR Training for high schools |
| The LEA plans to conduct the training on approximately: |
| 7/1/2017 QPR Training during professional development for District during 2016-2017 |
| 7/1/2018 PDE approved program online training during 2017-2018 |
| 7/1/2019 PDE approved program online training during 2017-2018 |

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

| Questions |
| --- |
| The LEA plans to conduct the training on approximately: |
| 7/1/2017 District contracts with Women's Services to provide curriculum to students |

## *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.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Administrators are expected to be instructional leaders. Principals work with Curriculum Directors to develop professional education plans for the district/building based on student achievement and district goals and initiatives. The district and building plans are aligned to the building comprehensive plans. Administrators participate in the professional education workshops. Formal observations of nontenured teachers are done twice per year and of tenured teachers once per year.  Walkthroughs are done twice per year of nontenured teachers and once per year on tenured teachers.  Data is reviewed at the building, grade level and department level. Disaggregated data, including ELL's,  is analyzed in the fall with the PSSA/Keystone results as well as two times per year after each Benchmark Assessment. An evaluation of inservice workshops is completed and shared with administrators.

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

Clear expectations that are common across all classrooms need to be established. The District will be using a consistent walkthrough tool for Domains 2 and 3 of the Educator Effectiveness rubric.
Presenters are chosen based on past review from a workshop, IU consultant , PaTTAN or

colleague. There is no formal request process.

Ongoing support for implementation is improving. The District is focusing professional development in the Comprehensive Plan that relates to increasing student achievement or PDE initiatives. The use of Instructional Coaches and ongoing workshops, study groups, team meetings and department level meetings provide added support to discuss the initiatives.

## *Induction Program*

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

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

The Teacher Induction Program is designed to begin the first year with a three-day Summer Institute in which the inductees are provided professional development in several of the areas listed. There are regular monthly workshops to provide further professional development for the inductees. Monthly induction workshops are conducted and aligned to the PDE induction requirements.  New teachers are required to meet with mentors monthly to discuss aligned topics and mentors and coaches will help the new teachers with these concepts, if needed to increase student and teacher performance.   New teachers have a reflection journal that is ongoing and will be used as part of the end of the year action plan. An electronic portfolio is submitted at the end of the year as well. Evaluations of CCSD TIP will be kept on file.

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

*This narrative is empty.*

## *Needs of Inductees*

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

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

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

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

The needs of the inductees are met by a variety of individuals, such as mentors, instructional coaches, and building and district administrators. The mentors assist the inductee with building level policies and content and classroom concerns. The instructional coaches assist in evidence-based and research-based instructional practices that support the initiatives of the District. Building and district administrators conduct observations, review lesson plans and write reports of instructional activity that will facilitate professional growth. The two District Teacher Induction Program facilitators organize and facilitate monthly workshops that meet the needs of the inductees.

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

The strategies were all selected.

## *Mentor Characteristics*

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

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

Every effort is made to select a mentor who has all of the positive attributes listed. Mentors are selected with input from instructional coaches, building and district level administrators. Mentors receive training during the Summer Institute about requirements for the Teacher Induction Program.

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

*This narrative is empty.*

## *Induction Program Timeline*

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Data informed decision making | | X | | | | |
| Materials and Resources for Instruction | 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.

The inductees participate in evaluations of the programs and workshops. The evaluations are reviewed by the Teacher Induction Program Facilitators. The inductees also present a portfolio and provide feedback about the program.

## *Recording Process*

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

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

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

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

# Special Education

## *Special Education Students*
Total students identified: **777**

## *Identification Method*

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

The Crawford Central School District method for identifying students with a specific learning disability continues to be through the use of the discrepancy model.  The initial step in the process begins with a team discussion where students who are experiencing difficulty meeting the demands of the general education curriculum are discussed.  Initially, strategies are discussed that could be provided to assist the students individual needs.  If these strategies are implemented, and the student continues to struggle, the district would

utilize the discrepancy model to determine the presence or absence of a disability.  A psychological evaluation for a Specific Learning Disability consists of an IQ test and an achievement test. The discrepancy model tells us to look for a gap of approximately 15 points between overall ability and achievement in one or more areas, other factors need to be considered as well.  In determining the presence of a SLD:-  The  IQ test is given, we look closely at subtest scores to determine a pattern of strengths and weaknesses and an intercorrelation among the scores.  We use those subtest scores to determine any other testing measures we want to administer in order to pinpoint specific areas of need that could be affecting reading or math achievement or their overall academic functioning. For example, if  on a WISC we see low subtest scores in the area of memory, we will administer additional tests that allow for a more in depth look (auditory sequencing, auditory memory, auditory processing, phonological awareness, etc.) If we are considering a possible reading disability, we use multiple measures to compare comprehension with oral versus silent reading, fluency, decoding, etc. Dibels, progress monitoring of implemented interventions, and screening data collected by the Guidance Counselor are also utilized as part of the determination.   Again, the point spread cannot be looked at rigidly. If the Dibels score is low, the student has not made expected progress with implemented interventions, and the gap is only 10 points, we would diagnose as SLD. It is imperative that  the whole picture is considered when making this decision with as much data as possible and input from team members.

## *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

The District enrollment has increased for Special Education since the 2013-2014 PennData Report.  The District continues to monitor class sizes and case loads for each Special Education teacher/program. The District continues to provide a Least Restrictive Environment and we strive to improve inclusionary practices.
In terms of specific differences, the total percentage of students identified with disabilities in the district is 17.5%.  This is noted as comparable to the state average of 15.4%.  The enrollment percentage for students identified with Specific Learning Disabilities is 36.8% as compared to the state average of 44.3%.  The following categories also have comparable averages:  LEA Autism: 10.6% compared to State: 9.4%, LEA Emotional Disturbance: 15.5%, State: 8.4%, LEA ID: 7.9%, State: 6.7%, LEA OHI: 6.6% State: 12.3%, and LEA Speech: 20.3% State: 15.8%
The Crawford Central School District publicizes an annual public notice to identify, locate, and evaluate children with disabilities who require special education and related services in the local newspaper, on the district website, on district bulletin boards, on a local television

IEP team meetings.  The linkage with the home district would also include clarification of communication strategies that would keep the parent/guardian involved as well.  The district would offer both special education and regular education services to those students who are incarcerated.

## *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The involvement of regular education teachers in developing accommodations to the general curriculum begins with an initiation of the Core Team process. The Core Team is led by the building principal and includes the school counselor, the child's teacher(s) and other staff that are involved with the student.  The school psychologist is a frequent member of the Core Team.  Parents are always invited to be part of the team and are considered a key team member.  The purpose of the Core Team is to analyze student academic and behavior progress to determine ways to appropriately support the student within the general education program.  If this level of intervention proves unsatisfactory, the student may be referred for multidisciplinary evaluation.  In each case, for special services and programs to be considered, the psychologist must first determine whether or not the student is eligible to receive services according to state regulations, and standards.  Next, it must be determined whether or not the student's needs may be met within the general education environment.  If special programs and services are required, it is the responsibility of the IEP team to determine the least restrictive placement within which the student's needs can be met.  Only when it has been determined by the IEP team that appropriate accommodations, (including differentiated instruction techniques) are not sufficient to meet the educational needs of the student is the student considered for further support through special education programs and services.  Special education offers a range of intervention levels that include supportive intervention within the regular class to full-time special education outside the regular school. The District offers Title I Services to all students in all elementary buildings. The District also provides paraprofessionals to support

students in the regular education classroom. Special educators also co-teach with regular education teachers in English, math, science, social studies, science, health and computer classes.

The District provides successful research based programs including research based literacy strategies in all classrooms, flexible grouping at the elementary level to provide differentiated instruction to all students, transition programs at the secondary level, partnerships with agencies to provide additional support, on-site juvenile probation programs, an in-school School Resource Officer, career counseling programs and school-to-work programs.

Supplemental aids and services are used prior to removing a student from the regular education classroom. The District consults with school psychologists, guidance counselors, assistive technology, autistic support personnel, occupational or physical support staff, speech/language pathologists, school nurses, and transition facilitators. The District uses collaborative, instructional, physical and socio-behavioral aids and services. These include, but are not limited to, teacher providing notes, assistive technology, peer tutoring programs, breaks from instruction, visual and graphic organizers, extended time, reduced or leveled reading selections, and word banks. Physical aids include, but are not limited to, squishy seats, large balls, cushions, stools, bean bags, room organization, air conditioned rooms, sensory stations, touch screens, movement included in the classroom, scheduled breaks, study carrels, and preferential seating. Social and behavioral support include, but are not limited to, social stories, planned breaks, role playing, visual cuing, token economy, conferences, community based learning, calming rooms, CPI, social lunches, behavioral contracts, and self-monitoring charts.

The District provides professional development to regular and special educators to meet the LRE targets. The District includes all special educators in programs with the regular educators. The District has provided professional development on co-teaching methods, literacy strategies (LETRS-Language Essentials for Teachers of Reading and Spelling, Dyslexia Training, Reading Apprenticeship), DIBELS, Data Analysis, Autistic support strategies, classroom management strategies, and poverty workshops (Aha Institute), technology integration workshops, and transition workshops. The District provides conferences and workshop opportunities hosted by the IU and PaTTAN.

CCSD collaborates with the IU and PaTTAN to assist with difficult to place students with several initiatives, including completing the Supplemental Aids and Services Toolkit; identifying and monitoring the effectiveness of assistive technology devices; behavioral specialist observations with suggestions for positive behavioral interventions, strategies and supports; and developing goals and objectives that are student specific so students can receive instruction in the regular education classroom.

CCSD teachers are expected to teach students with a range of disabilities in the regular education setting. The teacher collaborate with the special educators and families regarding supplemental aids and services, participate in IEP team meetings, and provide instructional strategies to meet the needs of all students.

Whenever a student is placed into a program outside of the regular education setting within or outside of the regular educational setting within or outside of the home school building

or district; the IEP team considers opportunities for the student to participate in appropriate programs, activities, and inclusionary settings as appropriate.  Out of district placements are not considered until all district resources, including specialized services, evaluations, consultation provided by the Intermediate Unit have been completely exhausted.  These decisions are data driven and regardless of the students placement ongoing counseling, progress monitoring, and collaboration continues regarding the appropriate educational expectations and the least restrictive environment continues to be a main focus.   There are 40 students who are placed in other LRE facilities outside of the District. There are 8 students at the Barber National Institute for autistic support, 19 students at Bethesda Children's Home for emotional support, 5 students at the Crawford County Career and Technical Center for life skill support, 1 student at General McLane School District for hearing impaired, 1 student at Hermitage House for emotional support, 5 students at PENNCREST School District for multiple disabilities support and 1 student at Sarah Reed Children's Home for emotional support.

## *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.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities are disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Plan and Behavior Support Plan.
Two of our five elementary buildings have been trained in SWPBS (School Wide Positive Behavior Support) strategies by the IU and PaTTAN. There are 2 secondary buildings that are trained and implementing a SWPBS plan.   The District has developed a Behavioral Intervention Process for secondary students developed by the Superintendent, School Psychologists, Principals and Director of Secondary Curriculum which involves a procedure of discipline consequences. Functional Behavior Assessments are conducted and included within the IEP process as well as a Positive Behavior Support Plan. All District teachers and administrators have participated in classroom management training. If the student has not achieved progress in the LRE, services or programs are added to meet academic/behavior goals.  This may include a more restrictive environment or out-of-district placement.
The District has partnered with an agency to provide an in-school mental health counselor to eligible students. The middle school has provided Aggression Replacement Training to the teachers and guidance counselors. The ART is a collaboration with juvenile probation to provide strategies to deal with anger, moral reasoning and skills. Students who are eligible participate for 30 sessions for 45 minutes per session. The program is designed to provide

strategies to cope with situations positively rather than acts of aggression and violence.  The District also has a in-school behavioral health service that is a partnership between the Crawford Central School District , Associates in Child Counseling and Child Guidance, and the student and their parents/guardians.  The program is staffed every school day by trained mental health professionals and behavioral health workers that offer daily individual interventions and group therapy.  This program is in place in three of our five elementary buildings.

All special education teachers, support staff, and administrators are provided CPI (Crisis Prevention Institute/Intervention) training annually. There are 4 certified trainers of CPI in the district. The trainers provide 6 hours of training in the first year to all special educators, paraprofessionals and administrators and a refresher of 3 hours annually.

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

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

The District does not have gaps in its current program to provide FAPE for hard to place students. The District provides specifically designed alternative education programs for each student with a need determined.  We partner with outside agencies, including Sarah Reed, Bethesda, and CAEP (Career Alternative Educational Placement.) Hearing impaired students are educated at a neighboring school district.  The District collaborates with IU5 and PaTTAN to assist with difficult to place students.

## *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.

Crawford Central School District offers its own supervision of special education and school psychological services. CCSD provides learning support, emotional support, autistic support, life skills (K-6) and speech/language programs. The District contracts with the IU for 7th-12th grade life skills support, occupational therapy, physical therapy and assistive technology. CCSD employs one Director of Special Services to supervise the program. There are two full time school psychologists to evaluate students for special education services and to ensure the emotional support and autistic support programs are using the most

research-based practices. A full time secretary tracks students, coordinates meetings, and assists in the coordination of IEP documentation.The secretary performs data entry with Penndata, PIMS and ACCESS.

CCSD employs about 75 highly qualified paraprofessionals to support students with mobility, transitions, academics, social and behavioral needs in the classroom and community. The paraprofessionals are provided 20 hours of professional development by the District annually. Professional development includes First Aid, CPR/AED, CPI, classroom behavior management, autistic support and IEP regulations.

CCSD uses a software program to ensure current IEP formats are being followed. The program stores all current and previous IEP's,evaluations, re-evaluations and supporting documents.

CCSD operates a K-21 Autistic support program. All elementary buildings are fully accessible and provide ample space for all special education programs.

The District employs two full time school psychologists.  All Learning Support Teachers are included in professional development and in-service activities.  The district continues to provide the same core instruction and resources in replacement classes.  The Special Education teachers are involved in co-planning, department level and grade level meetings.  The District employs a Transition Coordinator who works with students ages 14 and up.  This person provides job shadowing, internships, and visitations to post-secondary institutions.

# Assurances

## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

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

## Special Education Assurances

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

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

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

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

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

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

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

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

| Facility Name | Facility Type | Services Provided By | Student Count |
|---|---|---|---|
| Meadville Area Senior High School | Nonresident | IU5 | 2 |
| Meadville Area Middle School | Nonresident | IU5 | 0 |

## Least Restrictive Environment Facilities

| Facility Name | Type of Facility | Type of Service | Number of Students Placed |
|---|---|---|---|
| Sarah Reed Children's Home | Other | Emotional Support | 1 |
| Bethesda Children's Home | Other | Emotional Support | 20 |
| Barber National Institute | Other | Autistc Support | 9 |
| Hermitage House | Other | Emotional Support | 1 |
| General McLane School District | Neighboring School Districts | Hearing Impaired | 1 |
| Crawford County Career and Technical Center | Other | Life Skills Support | 6 |
| PENNCREST School District | Neighboring School Districts | Multiple Disabilities Support | 5 |

## Special Education Program Profile

**Program Position #1 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Second District | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 9 to 12 | 8 | 0.6 |

| Second District | An Elementary School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Life Skills Support | 8 to 10 | 4 | 0.4 |
|---|---|---|---|---|---|---|---|
| Justification: Teacher works with grade levels throughout the day. | | | | | | | |

**Program Position #2 - Proposed Program**

    *Operator:* School District

    **PROPOSED PROGRAM INFORMATION**

        *Type:* Position

        *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Autistic Support | 15 to 16 | 4 | 0.4 |

**Program Position #3 - Proposed Program**

    *Operator:* School District

    **PROPOSED PROGRAM INFORMATION**

        *Type:* Class

        *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Autistic Support | 12 to 13 | 4 | 0.4 |
| Justification: Teacher works with students at various times throughout the day | | | | | | | |
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 14 to 14 | 1 | 0.2 |

**Program Position #4 - Proposed Program**

*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
    *Type:* Class
    *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 12 to 13 | 8 | 0.4 |
| Meadville Area Middle School | 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 13 | 9 | 0.6 |

**Program Position #5 - Proposed Program**
    *Operator:* School District
**PROPOSED PROGRAM INFORMATION**
    *Type:* Class
    *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 15 to 16 | 10 | 0.5 |
| Meadville Area Senior High School | 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 18 | 9 | 0.5 |

**Program Position #6 - Proposed Program**
    *Operator:* School District
**PROPOSED PROGRAM INFORMATION**
    *Type:* Class
    *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Cochranton Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13 | 53 | 1 |
| Justification: Teacher works with students at various times throughout the day at one building. | | | | | | | |

**Program Position #7 - Proposed Program**
*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Class
*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Neason Hill Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 10 to 12 | 11 | 0.8 |
| Justification: Teacher works with students at various times throughout the day in one building. | | | | | | | |
| Neason Hill | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 11 | 2 | 0.2 |

**Program Position #8 - Proposed Program**
*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Class
*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| First District Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 8 to 11 | 14 | 0.8 |
| First District | 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 10 | 3 | 0.2 |

**Program Position #9 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Neason Hill Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 9 to 11 | 12 | 0.9 |
| Justification: Teacher works with students at various times throughout the day in one building. | | | | | | | |
| Neason Hill | 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 9 | 1 | 0.1 |

**Program Position #10 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 15 to 18 | 8 | 0.4 |
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Emotional Support | 16 to 16 | 2 | 0.1 |
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 15 to 17 | 9 | 0.5 |

**Program Position #11 - Proposed Program**
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Neason Hill Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 6 to 9 | 13 | 1 |

**Program Position #12 - Proposed Program**
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* September 1, 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 of | Level of | Age | Caseload | FTE |
|---|---|---|---|---|---|---|---|

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Autistic Support | 16 to 18 | 7 | 0.6 |
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Autistic Support | 17 to 17 | 1 | 0.1 |
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 16 to 17 | 3 | 0.3 |

**Program Position #13 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 16 to 17 | 15 | 0.5 |
| Meadville Area Senior High School | 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 18 | 7 | 0.5 |

**Program Position #14 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 of Support | Level of | Age | Caseload | FTE |
|---|---|---|---|---|---|---|---|

| | | Type | | Support | Range | | |
|---|---|---|---|---|---|---|---|
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 14 | 5 | 0.3 |
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 14 | 10 | 0.7 |

**Program Position #15 - Proposed Program**

        *Operator:* School District

        **PROPOSED PROGRAM INFORMATION**

            *Type:* Class

            *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Cochranton Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 17 | 18 | 1 |

**Program Position #16 - Proposed Program**

        *Operator:* School District

        **PROPOSED PROGRAM INFORMATION**

            *Type:* Class

            *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Cochranton Junior Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 12 to 15 | 20 | 1 |

**Program Position #17 - Proposed Program**

        *Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 12 to 14 | 14 | 0.7 |
| Meadville Area Middle School | 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 | 5 | 0.3 |

**Program Position #18 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 13 to 14 | 5 | 0.5 |
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 14 | 9 | 0.5 |

**Program Position #19 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 18 | 13 | 0.5 |
| Meadville Area Senior High School | 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 17 | 7 | 0.5 |

**Program Position #20 - Proposed Program**

    *Operator:* School District

    **PROPOSED PROGRAM INFORMATION**

        *Type:* Class

        *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Neason Hill Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 6 to 19 | 36 | 1 |
| Justification: Teacher works with students at various times throughout the day in one building. | | | | | | | |

**Program Position #21 - Proposed Program**

    *Operator:* School District

    **PROPOSED PROGRAM INFORMATION**

        *Type:* Class

        *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|

| East End @ Second District Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 13 | 34 | 1 |
|---|---|---|---|---|---|---|---|

Justification: Teacher works with students at various times throughout the day in one building.

### Program Position #22 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| West End Elementary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 6 to 19 | 8 | 1 |

Justification: Teacher works with students at various times throughout the day in one building.

### Program Position #23 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* January 19, 2015

*Average square feet in regular classrooms:* 816 sq. ft.

*Square footage of this classroom:* 408 sq. ft. (17 feet long x 24 feet wide)

**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| West End Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Autistic Support | 6 to 12 | 9 | 1 |

Justification: These students are receiving itinerant instruction.  The teacher goes into the regular ed. classroom to support these students they are not pulled out for individual instruction.

### Program Position #24 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 15 to 17 | 3 | 0.2 |
| Meadville Area Senior High School | 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 | 14 | 0.7 |
| Justification: Teacher works with grade levels throughout the day. | | | | | | | |
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Emotional Support | 16 to 17 | 2 | 0.1 |

**Program Position #25 - Proposed Program**

>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Class
>>*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| West End Elementary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 10 to 12 | 7 | 1 |

**Program Position #26 - Proposed Program**

>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Class
>>*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| West End Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Autistic Support | 9 to 9 | 1 | 0.1 |
| West End Elementary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 9 to 10 | 6 | 0.9 |

**Program Position #27 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class
*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Second District Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 6 to 6 | 1 | 0.3 |
| Second District Elementary School | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 6 to 6 | 1 | 0.3 |
| Second District | An Elementary School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Emotional Support | 7 to 7 | 1 | 0.4 |

**Program Position #28 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Second District Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 10 to 12 | 8 | 0.7 |
| Justification: Teacher works with students at various times throughout the day. | | | | | | | |
| Second District Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 3 | 0.3 |

**Program Position #29 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Cochranton Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 7 to 11 | 7 | 0.5 |
| Justification: Students receive instruction in the regular ed. classroom with their same age peers. They are not pulled for instruction within the LS classroom. | | | | | | | |
| Cochranton Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 11 | 5 | 0.5 |

**Program Position #30 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| West End Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 7 to 8 | 7 | 0.5 |
| West End Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 6 to 8 | 7 | 0.5 |

**Program Position #31 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* January 19, 2015

*Average square feet in regular classrooms:* 816 sq. ft.

*Square footage of this classroom:* 850 sq. ft. (34 feet long x 25 feet wide)

**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| West End Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 8 to 11 | 12 | 0.75 |
| West End | 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 10 | 4 | 0.25 |

**Program Position #32 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| West End Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 10 to 12 | 11 | 0.7 |
| West End Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 13 | 4 | 0.3 |
| Justification: Teacher works with students at various times throughout the day. | | | | | | | |

**Program Position #33 - Proposed Program**
*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Class
*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 16 to 18 | 12 | 0.5 |
| Meadville Area Senior High School | 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 18 | 7 | 0.5 |

**Program Position #34 - Proposed Program**
*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Class
*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Neason Hill Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 11 to 11 | 1 | 0.2 |
| Neason Hill Elementary | 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 12 | 7 | 0.8 |

**Program Position #35 - Proposed Program**

        *Operator:* School District

        **PROPOSED PROGRAM INFORMATION**

            *Type:* Class

            *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Second District Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 7 to 9 | 5 | 0.8 |
| Second District Elementary | 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 7 | 1 | 0.2 |

**Program Position #36 - Proposed Program**

        *Operator:* School District

        **PROPOSED PROGRAM INFORMATION**

            *Type:* Class

            *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Neason Hill Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 8 to 8 | 2 | 0.3 |
| Neason Hill | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 7 to 8 | 5 | 0.7 |

**Program Position #37 - Proposed Program**

    *Operator:* School District

    **PROPOSED PROGRAM INFORMATION**

        *Type:* Class

        *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| First District Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 6 to 9 | 8 | 0.8 |
| First District Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 9 | 1 | 0.2 |
| Justification: Teacher works with students at various times throughout the day. | | | | | | | |

**Program Position #38 - Proposed Program**

    *Operator:* School District

    **PROPOSED PROGRAM INFORMATION**

        *Type:* Class

        *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| West End Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 6 to 13 | 20 | 1 |
| Justification: Teacher works with students at various times throughout the day. | | | | | | | |

### Program Position #39 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Neason Hill | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 11 to 11 | 1 | 0.1 |
| Neason Hill Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 8 to 10 | 7 | 0.7 |
| Neason Hill | An Elementary School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Emotional Support | 9 to 10 | 2 | 0.2 |

### Program Position #40 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Cochranton Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 7 to 10 | 9 | 0.8 |
| Justification: Teacher works with students at various times throughout the day. | | | | | | | |
| Cochranton Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 9 | 2 | 0.2 |

**Program Position #41 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| First District Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 12 | 46 | 1 |
| Justification: Teacher works with students at various times throughout the day. | | | | | | | |

**Program Position #42 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Cochranton Junior Senior High | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 16 to 19 | 16 | 1 |

**Program Position #43 - Proposed Program**
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Second District Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 8 to 11 | 6 | 0.5 |
| Second District Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 10 | 5 | 0.5 |

**Program Position #44 - Proposed Program**
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 12 to 14 | 7 | 0.7 |

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 12 to 12 | 1 | 0.1 |
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Emotional Support | 14 to 14 | 2 | 0.2 |

**Program Position #45 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Meadville Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 18 | 14 | 0.7 |
| Meadville Area Senior High School | 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 15 | 5 | 0.25 |
| Meadville Senior High School | A Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Learning Support | 14 to 14 | 1 | 0.05 |

**Program Position #46 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| First District Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 9 to 13 | 9 | 1 |
| Justification: Itinerant instruction is occurring in the regular ed. classroom.  These students are not pulled out for instructional purposes. | | | | | | | |

**Program Position #47 - Proposed Program**

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* September 1, 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 |
|---|---|---|---|---|---|---|---|
| Cochranton Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 8 to 12 | 11 | 0.9 |
| Justification: Itinerant instruction occurs within the general ed. classroom. | | | | | | | |
| Cochranton Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 13 | 1 | 0.1 |

**Program Position #48 - Proposed Program**

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* August 28, 2013
> > *Average square feet in regular classrooms:* 860 sq. ft.
> > *Square footage of this classroom:* 864 sq. ft. (36 feet long x 24 feet wide)
> **PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| Cochranton Elementary | An Elementary School Building | A building in which General Education programs | Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 8 to 13 | 4 | 0.3 |

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| | | are operated | | | | | |

Justification: Teacher works with students at various times throughout the day

| Cochranton Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 6 to 12 | 8 | 0.7 |

Justification: Itinerant support occurs in the general ed. classroom. Parents have signed a waiver.

**Program Position #49 - Proposed Program**
  *Operator:* School District
  **PROPOSED PROGRAM INFORMATION**
    *Type:* ClassandPosition
    *Implementation Date:* August 25, 2015
    *Average square feet in regular classrooms:* 884 sq. ft.
    *Square footage of this classroom:* 884 sq. ft. (34 feet long x 26 feet wide)
  **PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| West End Elementary | 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 7 | 8 | 1 |

**Program Position #50 - Proposed Program**
  *Operator:* School District
  **PROPOSED PROGRAM INFORMATION**
    *Type:* ClassandPosition
    *Implementation Date:* September 1, 2015
    *Average square feet in regular classrooms:* 850 sq. ft.
    *Square footage of this classroom:* 850 sq. ft. (25 feet long x 34 feet wide)
  **PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| Second District | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 5 to 6 | 2 | 0.25 |
| Second District | An Elementary School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Life Skills Support | 5 to 8 | 6 | 0.75 |

**Program Position #51 - Proposed Program**
  *Operator:* Intermediate Unit
  **PROPOSED PROGRAM INFORMATION**

*Type:* Position
*Implementation Date:* September 1, 2015
*Average square feet in regular classrooms:* 850 sq. ft.
*Square footage of this classroom:* 850 sq. ft. (25 feet long x 34 feet wide)
*Explain any unchecked boxes for facilities questions:* The teacher for this position travels

**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| Neason Hill | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Deaf and Hearing Impaired Support | 8 to 10 | 3 | 1 |

**Program Position #52 - Proposed Program**
*Operator:* Intermediate Unit
**PROPOSED PROGRAM INFORMATION**
*Type:* Position
*Implementation Date:* September 1, 2015
*Average square feet in regular classrooms:* 850 sq. ft.
*Square footage of this classroom:* 850 sq. ft. (25 feet long x 34 feet wide)
*Explain any unchecked boxes for facilities questions:* This teacher is assigned to buildings based on student need.

**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|---|---|---|
| Meadville Area Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Blind or Visually Impaired Support | 14 to 14 | 1 | 1 |

## Special Education Support Services

| Support Service | Location | Teacher FTE |
|---|---|---|
| Director of Special Services | All buildings | 1 |
| School Psychologist | All buildings | 2 |
| FT Paraeducator | Various buildings | 34 |
| PT Paraeducator | Various buildings | 41 |
| Secretary to Special Services | Instructional Support Center | 1 |
| Transition Coordinator | Various buildings | 1 |

## Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---|---|---|
| Physical Therapy | Intermediate Unit | 12 Hours |
| Occupational Therapy | Intermediate Unit | 34 Hours |

# Needs Assessment

## Record School Patterns

**Question:**

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

What other information do you still need to assess?

**Answer:**

The District buildings have identified that the priority goal is to establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms. The District elementary buildings have identified the next priority  to establish a system within the school 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. The District elementary buildings have identified the third priority and the District secondary buildings have identified as the second priority to establish a system within the school that fully ensures school staff members use standards aligned assessments to monitor student achievement and adjust instructional practices. The District elementary buildings have identified as the fourth priority and the secondary buildings as the third priority to establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity. All of these priorities have been focused on in the District plan. The District patterns include increasing PVAAS value-added growth in all areas of reading, math, science and writing overall. Achievement data varies by building. The 2015 School Performance Profile ratings showed all buildings were not identified as priority or focus schools.

## District Accomplishments

### Accomplishment #1:

The 2015 PVAAS Value Added Report shows that there is significant evidence that the District exceeded the standard for PA Academic Growth in grades 5-8 PSSA English Language Arts for a three-year average.

### Accomplishment #2:

The 2015 PVAAS Value Added Report shows that there is significant evidence that the District exceeded the standard for PA Academic Growth in grades 4-8 PSSA Math for a three-year average.

### Accomplishment #3:

The 2015 PVAAS Value Added Report shows that there is significant evidence that the District exceeded the standard for PA Academic Growth in Literature Keystone Exams for a three-year average.

### Accomplishment #4:

The 2015 PVAAS Value Added Report shows that there is significant evidence that the District exceeded the standard for PA Academic Growth in grades 4 and 8 PSSA Science for a three-year average.

## District Concerns

### Concern #1:

The District was below state average of proficiency on the 2016 PSSA in English Language Arts in grades 3-7.

### Concern #2:

The District was below state average of proficiency on the 2016 PSSA in Math in grades 3-8.

### Concern #3:

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Algebra I Keystone Exams.

### Concern #4:

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 4 PSSA English Language Arts for a three-year average.

## Prioritized Systemic Challenges

**Systemic Challenge #1** *(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:

The District was below state average of proficiency on the 2016 PSSA in English Language Arts in grades 3-7.

The District was below state average of proficiency on the 2016 PSSA in Math in grades 3-8.

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The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Algebra I Keystone Exams.

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The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 4 PSSA English Language Arts for a three-year average.

**Systemic Challenge #2** *(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:**

The District was below state average of proficiency on the 2016 PSSA in English Language Arts in grades 3-7.

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The District was below state average of proficiency on the 2016 PSSA in Math in grades 3-8.

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The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Algebra I Keystone Exams.

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The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 4 PSSA English Language Arts for a three-year average.

**Systemic Challenge #3** *(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:**

The District was below state average of proficiency on the 2016 PSSA in English Language Arts in grades 3-7.

The District was below state average of proficiency on the 2016 PSSA in Math in grades 3-8.

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Algebra I Keystone Exams.

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 4 PSSA English Language Arts for a three-year average.

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

**Aligned Concerns:**

The District was below state average of proficiency on the 2016 PSSA in English Language Arts in grades 3-7.

The District was below state average of proficiency on the 2016 PSSA in Math in grades 3-8.

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Algebra I Keystone Exams.

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 4 PSSA English Language Arts for a three-year average.

**Systemic Challenge #5** *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

The District was below state average of proficiency on the 2016 PSSA in English Language Arts in grades 3-7.

The District was below state average of proficiency on the 2016 PSSA in Math in grades 3-8.

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Algebra I Keystone Exams.

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 4 PSSA English Language Arts for a three-year average.

**Systemic Challenge #6** *(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:**

The District was below state average of proficiency on the 2016 PSSA in English Language Arts in grades 3-7.

The District was below state average of proficiency on the 2016 PSSA in Math in grades 3-8.

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Algebra I Keystone Exams.

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 4 PSSA English Language Arts for a three-year average.

**Systemic Challenge #7** *(Guiding Question #12)* Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

**Aligned Concerns:**

The District was below state average of proficiency on the 2016 PSSA in English Language Arts in grades 3-7.

The District was below state average of proficiency on the 2016 PSSA in Math in grades 3-8.

The District PVAAS data in 2015 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 4 PSSA English Language Arts for a three-year average.

# District Level Plan

## Action Plans

**Goal #1**: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Exams

Specific Targets: The District will increase proficiency in math and ELA for grades 3-8 by 5% each year.

### *Strategies:*

### *Literacy Strategies-Professional Development*

#### Description:

Provide professional development that has proven to be research-based in literacy. The elementary in primary grade levels will participate in professional development in multi-sensory, explicit, direct instruction based on Orton Gillingham. The middle and high school levels will participate in Reading Apprenticeship Training.

**SAS Alignment:** Instruction, Standards, Assessment, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

### *Instruction-Educator Effectiveness*

#### Description:

Develop and implement a process of observing Instruction in Educator Effectiveness. The process will include a walkthrough tool.

**SAS Alignment:** Standards, Instruction, Assessment, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

*Curriculum Mapping*

**Description:**

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html
Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

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

## *Implementation Steps:*

## *1- Professional Development Calendar*

**Description:**

Description- Develop a professional development calendar each year for each building that includes specific workshops based on building-level data.

Indicators of Effectiveness- Calendar of professional development workshops

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

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

**Supported Strategies:**

- Literacy Strategies-Professional Development

## *2- Professional Development- Providers of Workshops*

**Description:**

Description- Identify providers of workshops and develop workshop agendas.

Indicators- Contracts with providers, workshop agendas

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

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

**Supported Strategies:**

- Literacy Strategies-Professional Development

## 3-Professional Development-Implementation of Reading Apprenticeship

**Description:**

Description- Provide professional development workshops

Indicators- sign in sheets of workshops

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

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

**Supported Strategies:**

- Literacy Strategies-Professional Development

## 4-Professional Development- Dyslexia Workshops

**Description:**

Description- Provide workshops in multi-sensory, explicit, direct instruction.

Indicators- agendas, sign in sheets

**Start Date:** 7/1/2016    **End Date:** 6/30/2020

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

**Supported Strategies:** None selected

## 5-Professional Development-Evaluation

**Description:**

Description- Educators will participate in evaluation of workshops

Indicators- Evaluations of workshops

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

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

**Supported Strategies:**

- Literacy Strategies-Professional Development

## 1-Implementation of a Model of Educator Effectiveness- Develop a Walkthrough Checklist

**Description:**

Description-Develop and implement a checklist to be used for walkthroughs to gather data about instructional strategies.

Indicator: Walkthrough checklist

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Instruction-Educator Effectiveness

## 2- Implementation of a Model of Educator Effectiveness-Administrator Walkthroughs

**Description:**

Description- Administrators will conduct walkthroughs as a team to develop interrater reliability of the walkthrough checklist.

Indicators: Walkthrough checklists

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Instruction-Educator Effectiveness

## 3-Implementation of a Model of Educator Effectiveness- Walkthroughs and Observations

**Description:**

Description- Administrators will conduct walkthroughs and formal and informal observations using the Clinical Model of Supervision and Danielson's rubric. This will provide data about instructional strategies in the classroom.

Indicators: Completed Walkthroughs, Pre-Conference Forms and Formal Observation Summaries, Data exports from evaluation tool

**Start Date:** 7/1/2014    **End Date:** 6/30/2020

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Instruction-Educator Effectiveness

## 4-Implementation of a Model of Educator Effectiveness-Evaluate Data

**Description:**

Description- Administrators will analyze and evaluate data about instructional strategies.

Indicators: Evaluation tool reports, agendas from administrator meetings

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Instruction-Educator Effectiveness

## 1- Curriculum Mapping Plan

**Description:**

Description- Develop a process for curriculum development and curriculum mapping framework using models from Heidi Hayes Jacob.

Indicators- Document of curriculum process, curriculum framework

**Start Date:** 7/1/2017      **End Date:** 8/28/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Curriculum Mapping

## 2- Develop Curriculum Maps

**Description:**

Description- Develop curriculum maps in core content areas following process of Heid Hayes Jacob. Curriculum maps will include a scope and sequence of units.

Indicators- Completed curriculum maps

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Curriculum Mapping

## 3- Review Curriculum Maps

**Description:**

Description- Review data to inform instructional decisions. Revise competencies and instructional strategies to fill in gaps horizontally and vertically.

Indicators- Curriculum maps, agendas

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Curriculum Mapping

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Study Island Benchmark Assessments

Specific Targets: The District will increase performance on the Benchmark Assessments in reading and math in grades 3-8 and Keystones by 10% or better.

## Strategies:

## Data Analysis Teams

**Description:**

Description: Develop a process and implement a system of data analysis in order to increase achievement on PSSA and Keytone Exams.

**SAS Alignment:** Standards, Assessment

## *Common Assessment within Grade/Subject*

**Description:**

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

**SAS Alignment:** Assessment, Instruction

## ***Implementation Steps:***

## *1-Common Assessments- Professional Development*

**Description:**

Description-Provide professional development to lead teachers and Instructional Coaches about common assessments. The worskhops will provide a train-the-trainer model for the District.

Indicators: Agendas, sign-in sheets

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

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

**Supported Strategies:**

- Common Assessment within Grade/Subject

## 2- Common Assessments-Professional Development for teachers

**Description:**

Description- Provide professional development for teachers about common assessments.

Indicators- Sign-in sheets, agendas

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

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

**Supported Strategies:**

- Common Assessment within Grade/Subject

## 3- Common Assessment- Development

**Description:**

Description- Develop common assessments to be administered in each grade/course 4x per year.

Indicator-Common Assessments to be administered 4 x per year in each grade level/course.

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

## 4-Common Assessments-Evaluation

**Description:**

Description- Evaluate the data and process of the common assessments

Indicator- Evaluation

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

## 1-Data Analysis-Teams

**Description:**

Description- Select a data team for each building

Indicator-List of data team members

**Start Date:** 7/1/2017    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Teams

## 2-Data Analysis-Meetings

**Description:**

Description- Develop a calendar and a process of data team meetings

Indicator-Data team meeting times and list of process

**Start Date:** 7/1/2017    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Teams

## *3-Data Analysis-Analysis*

**Description:**

Description- Data teams will analyze common assessment data and will compile and present a report of the data to building, grade-level or department-level teachers.

Indicators-Report, Presentation, sign-in sheets, agendas

**Start Date:** 7/1/2017      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Teams

## *4-Data Analysis-Instruction*

**Description:**

Description- Data teams and teachers will discuss the data and make identify instructional strategies to use to increase achievement.

Indicators- sign-in sheets, agendas, meeting notes

**Start Date:** 7/1/2017      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Teams

## *5-Data Analysis-Evaluation*

**Description:**

Description- Data teams will evaluate the process of the data teams and make informed decisons to adjust process

Indicators- sign-in sheets, agendas, evaluation

**Start Date:** 7/1/2017      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Teams

# Appendix: Professional Development Implementation Step Details

| LEA Goals Addressed: | Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. | Strategy #1: Literacy Strategies-Professional Development |
|---|---|---|

| Start | End | Title | Description |
|---|---|---|---|
| 7/1/2017 | 6/30/2020 | 3-Professional Development-Implementation of Reading Apprenticeship | Description- Provide professional development workshops<br><br>Indicators- sign in sheets of workshops |

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| Principals and Directors of Curriculum | 6.0 | 3 | 10 | Instructional Coach | IU | No |

| Knowledge | Teachers will learn strategies to develop a Reading Apprenticeship Classroom. |
|---|---|
| **Supportive Research** | Teachers will learn to develop a classroom and include strategies that include stduent engagement. |

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

**Training Format**

Series of Workshops
Department Focused Presentation
Professional Learning Communities
Offsite Conferences

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**Participant Roles**

Classroom teachers
Principals / Asst. Principals

**Grade Levels**

Middle (grades 6-8)
High (grades 9-12)

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with mentoring

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Classroom student assessment data

**LEA Goals Addressed:** **Establish a district system that fully ensures**

**the consistent implementation of effective instructional practices across all classrooms in each school.**

| Start | End | Title | Description |
|---|---|---|---|
| 7/1/2016 | 6/30/2020 | 4-Professional Development-Dyslexia Workshops | Description- Provide workshops in multi-sensory, explicit, direct instruction.<br><br>Indicators- agendas, sign in sheets |

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| Directors of Curriculum | 6 | 5 | 25 | Compass Learning | Non-profit Organization | No |

| Knowledge | Teachers will learn how to use multi-sensory, explicit, direct instruction. |
|---|---|
| **Supportive Research** | Orton-Gillingham |

**Designed to Accomplish**

| For classroom teachers, school counselors and education specialists: | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br><br>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.<br><br>Provides leaders with the ability to access and use appropriate data to inform decision-making. |

| | | | |
|---|---|---|---|
| **Training Format** | Series of Workshops | | |
| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals | **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5) |
| **Follow-up Activities** | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>Creating lessons to meet varied student learning styles | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Standardized student assessment data other than the PSSA<br>Classroom student assessment data |

| | | |
|---|---|---|
| **LEA Goals Addressed:** | **Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.** | **Strategy #1: Common Assessment within Grade/Subject** |

| Start | End | Title | Description |
|---|---|---|---|
| 7/1/2017 | 6/30/2020 | 1-Common Assessments-Professional Development | Description-Provide professional development to lead teachers and Instructional Coaches about common assessments. The worskhops will provide a train-the-trainer model for the District. |

Indicators: Agendas, sign-in sheets

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| Directors of Curriculum | 6.0 | 2 | 10 | Intermediate Unit | IU | No |

**Knowledge**

Teachers and Instructional Coaches will learn about common assessments and process for developing common assessments.

**Supportive Research**

Professional Development will be facilitated using a Train-the Trainer model that is supportive, job-embedded and collaborative.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

Series of Workshops

**Training Format**

| Participant Roles | Classroom teachers<br>Other educational specialists | Grade Levels | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
|---|---|---|---|

**Follow-up Activities** Workshops and discussion about implementation of program **Evaluation Methods** Classroom student assessment data

| LEA Goals Addressed: | Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices. | Strategy #1: Common Assessment within Grade/Subject |
|---|---|---|

| Start | End | Title | Description |
|---|---|---|---|
| 7/1/2017 | 6/30/2020 | 2- Common Assessments- Professional Development for teachers | Description- Provide professional development for teachers about common assessments. |

Indicators- Sign-in sheets, agendas

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| Directors of Curriculum | 3.0 | 1 | 20 | Crawford Central School District | School Entity | No |

**Knowledge** Teachers wil learn howdevelop common assessments aligned to the curriculum.

**Supportive Research** Professional development will be ongoing, supportive and collaborative.

**Designed to Accomplish**

For classroom teachers, school counselors and education

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

specialists:

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

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

**Training Format**  Series of Workshops

| **Participant Roles** | Classroom teachers | **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
|---|---|---|---|

| **Follow-up Activities** | Analysis of student work, with administrator and/or peers<br>Data Analysis Teams | **Evaluation Methods** | Classroom student assessment data |
|---|---|---|---|

# District Level Affirmations

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

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

*No signature has been provided*

*Board President*

*No signature has been provided*

*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

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

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

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

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

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

**Affirmed by Jan Feleppa on 4/27/2016**

*Board President*

**Affirmed by Thomas Washington on 4/27/2016**

*Superintendent/Chief Executive Officer*