

Dunmore SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

300 W Warren St
Dunmore, PA 18512
(570)343-2110
Superintendent: Richard McDonald
Director of Special Education: Frances Loughney

Planning Process

Dunmore School District is a Phase III district that completed the Comprehensive Planning process through the formation of two committees. We formed an Executive Internal Committee who communicated requirements to other administrative, teaching, and support staff members. The Executive Internal Committee met regularly to complete various sections of the plan, discuss progress, and to coordinate meetings with other applicable staff members. Meetings were set with other staff members based on their area of expertise and/or position with the district.

Applicable staff members were composed of all principals, various subject-area teachers, specialists, nurses, guidance counselors, school psychologists, and coordinators of programs. These various staff members met independently to complete the assignments for each of their specialty areas. All required information compiled by staff members were emailed to the Comprehensive Planning administrator, Mary Jane Cerminaro, who proofread and entered the data into each of the reports and submitted them to PDE. We had various stakeholders act as a committee to consult and/or review the plan. Stakeholders included community representatives, parents (all school levels), teachers, educational specialists, all building principals, student, school board members, and the Superintendent. The purpose of this committee was to provide input and approval of each of the reports (and their sub-sections) and the plan as a whole.

Mission Statement

The mission of the Dunmore School District is to provide every student equal opportunity to acquire knowledge and develop skills necessary to become well-rounded, productive members of an ever-changing society.

Vision Statement

The vision of the Dunmore School District is to foster a safe learning environment conducive to the development of students' individual academic, social/emotional, cultural, and physical needs. This will be

achieved through the following: professional development; a rigorous curriculum; collaboration with local business and community members; parental involvement for learning; and responsible fiscal management.

The administration, teaching, and support staff will keep abreast of current effective, research-based educational methods and resources, state and federal mandates, and the latest educational technology through on-going professional development/training. School administrators and teaching staff will form an alliance with parents for a home/school connection to further reinforce concepts and skills students learn at school.

Students will experience a wide variety of courses, teaching/learning techniques and integrated technology aligned with Pennsylvania Common Core standards, extracurricular activities, and support services to address their individual needs. Students will be afforded opportunities to independently and cooperatively solve problems to develop critical thinking skills, mutual respect for others, and the confidence necessary for being competitive in an ever-changing, global society.

The Dunmore School District will work in conjunction with local business and community members and colleges to stay current on technological advances and the types of knowledge and skills students will need to be competitive in higher education and/or the workplace. Healthcare and public service professionals will advise staff and students on personal health and safety issues and school security.

Shared Values

Shared Values of Dunmore School District:

- All children are capable of learning.
- Children learn at varying degrees of time and achievement levels.
- Each student is a special person and deserves to be treated with respect and a sense of worth.
- Parents are students' first and most important teachers they have and will ever have in their lifetime.
- Partnerships with parents will allow for optimal academic and personal development of children.
- Business and Community members are an invaluable resource for providing input on instructional content and selection of resources.

Educational Community

The Dunmore School District organizational structure is comprised of two school buildings - the Dunmore Elementary Center and the Dunmore Junior-Senior High School. The total school enrollment is 1550 students.

The Dunmore Elementary Center provides instruction for students in grades Kindergarten through Sixth Grade. The Center has 54 Faculty Members and 793 Students, with one Principal and one Assistant Principal, who also serves as the Transportation Director. One full-time Certified School Nurse and a part-time LPN serves the Elementary Center. The Building is fully equipped and provides for a full range of educational opportunities. In addition to traditional classrooms, the Elementary Center provides Special Subject Teachers that include Library, Physical Education, Music, Art, Technology Education, Instructional Support/Special Education, Reading Specialists, Gifted, Adapted Physical Education, and Guidance support.

The Middle School was eliminated as a separate entity and reconfigured to a Junior-Senior High School. The middle-school leveled grades, 7 and 8, are comprised of 250 Students, 15 Faculty members, and one full time Guidance Counselor . A Principal, Assistant Principal, and Certified School Nurse serve grades 7 - 12. Special subject area teachers include: Library Science, Health and Physical Education, Art, Music, Computer and Technology Education, Psychology and Sociology, and Instructional Support Services.

The Dunmore High School has 39 faculty members and two full-time guidance counselors who provide instruction to 476 students. One Principal, one Assistant Principal, and a Certified School Nurse serve grades 7 - 12.. In addition to the core curriculum subjects, the High School also offers numerous special subject area classes as well as selective electives.

The Planned Courses of Instruction and Assessment are coordinated with the requirements of Chapter 4. The District benchmarks and assessments have been aligned with the Pennsylvania Common Core Standards and Assessment Anchors. Monitoring of Programs is done at each level as part of an on-going Curriculum and Instruction Review Cycle.

The District has maintained a plan of continuous upgrading and modernizing of facilities. This includes the complete renovation of the Junior-Senior High School in 2001 as well as complete renovation of outdoor recreational and athletic facilities in 2004. The district budgets over \$100,000 annually for technological upgrades.

Planning Committee

Name	Role
Ferguson Amy	Ed Specialist - School Counselor
Margo Aulisio	Ed Specialist - School Counselor
Marian Beck	Intermediate Unit Staff Member
Kathy Butler	Elementary School Teacher - Regular Education
Frank Cali	Business Representative
Mary Jane Cerminaro	Ed Specialist - Other
Kim Coyle	Elementary School Teacher - Special Education
Jennifer Dempsey	Elementary School Teacher - Regular Education
Michael Dempsey	Community Representative

John Farris	Board Member
Suzanne Ferguson	Middle School Teacher - Special Education
Robert Galella	Administrator
Regina Garvey	Community Representative
Margaret Hart	Administrator
Timothy Hopkins	Administrator
Mary Hurst	Middle School Teacher - Regular Education
Renee Iezzi	Ed Specialist - School Nurse
Amy Kearney	Parent
Jenna Lopatka	Student
Frances Loughney	Special Education Director/Specialist
Margo Marrow	Parent
Jeanne Massaro	Ed Specialist - School Counselor
Richard McDonald	Chief School Administrator
Janine Melnick	Ed Specialist - School Nurse
William O'Malley	High School Teacher - Regular Education
Matthew Quinn	Administrator
Robert Ragnacci	Business Representative
Kathleen Shemanski	Ed Specialist - School Psychologist
Bridget Sotak	High School Teacher - Special 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	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Not applicable.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

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

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

Not applicable.

Middle Level

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

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

Not applicable.

High School Level

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

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

Not applicable.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Career Education and Work
- 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

Elementary Education-Intermediate Level

- Arts and Humanities
- Career Education and Work
- 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

Middle Level

- Arts and Humanities
- Career Education and Work
- 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
- Career Education and Work
- 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:

Over the past three to four years Dunmore School District has been actively aligning our curriculum to the Pennsylvania Common Core Standards. To meet this end, we send teams of teachers from all four educational levels (cited above) to numerous trailings at our local intermediate units. We have formed in-house Data Intervention Teams who meet at least monthly to analyze state testing data and benchmark data to make instructional recommendations to the various grade levels. We hired a Curriculum Consultant from our local intermediate unit to be on-site at least two days be week to advise administrators, teachers, and support staff on how to analyze our data to make curriculum and instructional improvements.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

We have a data team, that meets at least monthly to examine state test scores and benchmark data. The team makes recommendations to their respective grade levels to ensure scope and sequence is being met at each successive level. Each grade level has a common planning time, which allows them time to create common SLOs based on the data findings.

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

Not applicable.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary	Developing

studies to be achieved by all students are identified for each subject area.	
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:

We have a data team, that meets at least monthly to examine state test scores and benchmark data. The team makes recommendations to their respective grade levels to ensure scope and sequence is being met at each successive level. Each grade level has a common planning time, which allows them time to create common SLOs based on the data findings.

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

Not applicable.

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:

We have a data team, that meets at least monthly to examine state test scores and benchmark data. The team makes recommendations to their respective grade levels to ensure scope and sequence is being met at each successive level. Each grade level has a common planning time, which allows them time to create common SLOs based on the data findings.

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

Not applicable.

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:

We have a data team, that meets at least monthly to examine state test scores and benchmark data. The team makes recommendations to their respective grade levels to ensure scope and sequence is being met at each successive level. Each grade level has a common planning time, which allows them time to create common SLOs based on the data findings.

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

Not applicable.

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.

Pennsylvania System of School Assessments (PSSA) in ELA, Math, and Science: These assessments allow our district to examine performance results and monitor progress in each of the assessment anchors/eligible content areas for all groups, subgroups, and individual students. Conclusions drawn from the data will allow our district data team and curriculum committees to make informed decisions to improve the general curriculum and monitor the progress of subgroups and individual students. The latter will enable the data and multidisciplinary teams to make recommendations for accommodations and interventions within the curriculum to meet the needs of diverse learners in our district.

The Dunmore School District has a number of resources available to assist students who are identified as being at-risk for not meeting the requirements of each planned course and/or the Pennsylvania Academic Standards for any subject area. These services may include but are not limited to:

--District Planned Courses with differentiated instruction, including accommodations and adaptations to the curriculum

--All teachers will continue to learn strategies and other teaching methods to assist at-risk, diverse learners in the regular classroom.

--Multi Disciplinary Teams comprised of the school psychologist, guidance counselors, administrators, and various specialists, meet at each school level, elementary, middle, and high schools, to monitor individual student progress on assessments and socio-emotional issues.

--Title I Reading services are available in the elementary center in grades K - 4. Students will be identified using a combination of screening methods and measures, including teacher and/or parent recommendation, scores on grade level standardized testing (PSSA or Terra Nova), and results on a Title I standardized screening test.

--Peer Tutoring Programs are available in the middle and high schools in various subject/curriculum areas based on student needs upon request.

--After-School ELA and Math Tutoring Programs are available for students in grades 2 — 12 who scored “Basic” and “Below Basic” on the PSSA and Keystone ELA and/or Math Assessments. 2nd Grade students are chosen based on their Terra Nova standardized test scores. This program runs continuously for extended periods of time. Daily attendance is mandatory once parents elect to enroll their children in the program.

--After-School ELA and Math Tutoring Programs are available for any student who feels he/she needs assistance in either subject area. Teachers, parents, and/or students themselves may refer or self-refer to attend on a daily, as-needed basis.

The District will provide the following assistance to ELL students and other diverse learners with an IEP or 504 Plan to prepare them for attainment of academic standards and to meet graduation requirements.

- Students will be scheduled in content area classes with the understanding that they may not be able to comprehend and/or meet the standard requirements.
- Content area instruction will be aligned with the corresponding standards and adapted to meet the needs of the students
- Teachers will adapt courses of study to meet individual students’ needs as indicate in their IEP and/or 504 Plan.
- Regular education teachers and ESL instructors and/or Special Education Teachers will collaborate on course and instructional adaptations and individual accommodations and/or interventions, including classroom assignments/requirements.

Instruction

Instructional Strategies

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

- Instructional Coaching

Regular Lesson Plan Review

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

Dunmore School District is in full compliance with all required observations, walkthroughs, evaluations, etc. Administrators meet with teachers to complete these ends, which includes the evaluation of lesson plans.

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

Not applicable.

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

While many of our teachers are utilizing differentiated instruction techniques, it will be a goal of ours to have 100% classrooms partaking in this on a regular basis.

Elementary Education-Intermediate 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

While many of our teachers are utilizing differentiated instruction techniques, it will be a goal of ours to have 100% classrooms partaking in this on a regular basis.

Middle 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 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

While many of our teachers are utilizing differentiated instruction techniques, it will be a goal of ours to have 100% classrooms partaking in this on a regular basis. We realize this is more difficult at the middle and high school levels given time restraints and heavier course requirements.

High School 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 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

While many of our teachers are utilizing differentiated instruction techniques, it will be a goal of ours to have 100% classrooms partaking in this on a regular basis.

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.

All employees of the Dunmore School District are appropriately certified and 100% are considered "highly qualified" according to the Pennsylvania Department of Education guidelines for the subject and/or specialty areas they teach. All subcontracted service providers are employed by organizations accredited with the state of Pennsylvania and thereby are held to the same standards for hiring highly qualified individuals at our district.

The Dunmore School District has a policy of only hiring "highly qualified" educators in order to provide students with high quality instruction. All first year teachers with the district are provided with a mentor and participate in a New Teacher Induction program. They also receive training facilitated by the district and NEIU #19. The district will engage all new and veteran educators and administrators in planned professional development on current research-based methods for teaching and assessing academic standards to all types of learners. Training shall include skills and content necessary for students' successful attainment of the academic standards, including, but not limited to: classroom management; research-based teaching strategies; academic standards; assessment; meeting the needs of diverse learners; data-driven instruction; etc.

All Special Education, para educators, and specialist teachers have the appropriate certifications for the grade levels and/or subject areas they teach. Secondary teachers have completed the HOUSSSE requirements for the subject area they teach or have passed the appropriate Praxis exam. Para-professionals attend trainings to attain Credential of Competency for Para-educators.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	24.00	24.00	24.00	24.00	24.00	24.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	4.00	4.00	4.00	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00	1.00	1.00	1.00
Health	0.50	0.50	0.50	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.50	0.50	0.50	0.50	0.50	0.50
Electives	6.00	6.00	6.00	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00	70.00	70.00	70.00

2014 Graduation Specifics

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

Reading

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

Writing

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

Mathematics

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

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

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

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

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

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

2017 and beyond Graduation Requirement Specifics

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

Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Terra Nova	X			
PSSA		X	X	X
Keystone			X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
4Sight		X		
DIBELS	X	X		
Curriculum-Based Benchmark Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Curriculum-Based Assessments Throughout the School Year	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEl	ML	HS
Classroom Diagnostic Tools (CDT)		X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Grade levels meet in groups to determine what types of assessments to use, particularly for formative and benchmark assessments, to best measure their SLOs (Student Learning Objectives). They are guided by administration and a curriculum consultant from the local intermediate unit.

Development and Validation of Local Assessments

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

Local assessments are determined through collaboration among administrators and teachers within grade levels. Administrators also meet with representative teachers from all the grades to reach a consensus.

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 assessment coordinator oversees and/or manages assessment databases for our district. PSSA and Keystone scores are delivered to us by DRC in a massive Excel spreadsheet. The assessment coordinator breaks down the scores by grade level and subject area and PA assessment anchor to make the data more manageable and understandable teachers and administrators to utilize the data. We have Data Analysis

Teams who meet monthly to analyze benchmark data and summative assessment data from various sources, including PVAAS, 4Sight, DIBELS, eMetric, and Excel spreadsheets from DRC. The team makes instructional recommendations to administration and teaching staff.

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.

Teachers provide differentiated instruction based on the results of assessments mentioned. Students are grouped based on their needs with each of the assessment anchors. Data is also used by the MDT/Child Study team and Title I Department to determine appropriate intervention services and programs for students.

After-School Tutoring is offered to students in grades 2 - 12 who do not demonstrate proficiency in standardized and/or curriculum-based assessments.

Students who do not attain proficiency in any Keystone exam will be offered remediation after-school hours and/or during the school day. Students in 11th grade who are unable to attain proficiency on a Keystone exam required by the state as a graduation requirement will have the option of completing a state approved project-based assessment.

Assessment Data Uses

Assessment Data Uses	EEP	EEL	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.

The assessment coordinator oversees and/or manages assessment databases for our district. PSSA and Keystone scores are delivered to us by DRC in a massive Excel spreadsheet. The assessment coordinator breaks down the scores by grade level and subject area and PA assessment anchor to make the data more manageable and understandable teachers and administrators to utilize the data. We have Data Analysis

Teams who meet monthly to analyze benchmark data and summative assessment data from various sources, including PVAAS, 4Sight, DIBELS, eMetric, and Excel spreadsheets from DRC. The team makes instructional recommendations to administration and teaching staff.

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

Not applicable.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The Dunmore School District website contains a link to the School Performance Profile. Parents receive letters with summative test results annually. The media reports aggregated data for all schools in the area. Parents are informed of testing dates via our website, school calendar/PTA newsletter, mass phone calls through Global Connect, and a letter sent home at least two weeks prior to testing.

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

Not applicable.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

No school in the Dunmore School District has ever been cited for any level of school improvement. We continually strive for high levels of academic excellence in each of our schools. The Data Analysis Team, comprised of the school counselor, psychologist, various specialists, and administrators, will examine all groups, subgroups, and individual scores in all areas of the PA Common Core standards--reporting categories, assessments anchors, and eligible content. Particular groups and/or subgroups may be analyzed in depth when the team sees significant deficiencies. This may be conducted with the Multidisciplinary Team and/or through a more intensive "data retreat" facilitated by NEIU #19 or the data team. The team will utilize its findings to make recommendations and assist staff members in making changes and/or additions to teaching strategies, including remedial techniques/differentiated instruction, various aspects of our curriculum, students' enrollment in one or more of the targeted assistance services for struggling students, etc. Further training, if necessary, will be provided to classroom teachers and/or specialists for adapting the curriculum to enable the targeted groups to better meet proficiency in the PA Common Core standards.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence 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	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

Not applicable.

Identifying and Programming for Gifted Students

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

Special Education for Gifted Students

- Gifted students are typically identified through a recommendation by a teacher of the student.
- Students recommended to be tested for our Gifted program, are examined by our child study/MDT team using the results of all types of assessments, including intelligence testing, formative, summative, benchmark, and diagnostic.
- Curriculum for students identified as academically gifted under Chapter 16 will be provided additional instructional opportunities specific to each student's GIEP as follows:
 - Instruction will be adapted within the classroom to include challenges beyond the scope of the general curriculum. Topics and/or activities will be created through collaboration with each student's gifted teacher, classroom teacher, and other applicable specialists/teachers.
 - The Gifted Teacher(s) will provide 100 hours additional instructional time per school year with gifted students.
 - The Gifted Teacher(s) will collaborate with classroom teachers and other specialists/teachers to facilitate additional programs outside of the classroom and/or school to accelerate and enrich learning. This may include, but will not be limited to:
 - Software for advancement in any given subject matter or skill.
 - Summer programs sponsored by local colleges will be offered to gifted students in grades 7 - 12.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X

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

Explanation of developmental services:

The mission of the Dunmore Guidance Department is to foster the physical well-being, personal/social development, as well as to promote the educational and career development of all students. The relationships among counselors, parents, teachers, administrators, students and the community are vitally important to this mission.

The guidance curriculum aligns itself with the Academic Standards for Career Education and Work (PA Department of Education 22 PA Code Chapter 4 — Appendix E -#006-296). To meet the individual needs of all students, we provide a wide range of programs to meet the needs of students on all levels of development. We prepare students to work successfully and cooperatively with others and appreciate diversity. Additionally, we establish programs which support ethical and caring attitudes. We train administrators and teachers to update their skills for a changing population. We use existing community programs to avoid duplication of services and to maximize resources. We provide comprehensive and innovative class scheduling options to improve accessibility and timely program and degree completion. We identify key skills necessary for employment and incorporate them across the curriculum.

Counselors have special training to respond to the needs and concerns of students. The cooperation and support of the entire staff are necessary to address student needs. Students may self-refer or be referred for counseling services by peers, parents or school staff. There are four methods of service delivery in responsive services. Those methods are: (1) consultation, (2) individual and group counseling, (3) crisis counseling, (4) referrals.

The Dunmore School District follows the wellness policy approved by the Department of Education and the school board. The goal of this policy is to increase physical activity on all grade levels and to monitor healthy eating within the school setting.

Nursing services are provided to all staff and students on an as needed basis and through referrals, as necessary. The school district is in compliance with the department of health and continues to monitor students' health progress with mandatory health physical exams in grades one, six, and eleven.

The Dunmore Elementary Center has a school-wide behavioral management program. We hope to expand this program district-wide to the junior/senior high school as the current students progress to those grades.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	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	X	X

Explanation of diagnostic, intervention and referral services:

Consultation, collaboration, and teaming provide opportunities for counselors to receive information on the emerging needs of students and to provide important contributions to the school system which are in the best interest of our students. Relative activities include, but are not limited to:

- (1) Consultation with parent(s)/guardian(s), teachers, administrators, and community experts -- Activities would include Parent/teacher conferences, open house, Student Assistance Team, Junior Parent's Night, Financial Aid Night, and other meetings, etc.
- (2) Partnering with staff, parent(s)/guardian(s) and community relations -- Counselors orient staff, parents and community businesses and organizations to the varying needs of the school population, as well as the school counseling program itself. They share information and opportunities through partnerships, newsletters, local media, presentations, training, etc.
- (3) Community outreach -- Counselors are knowledgeable of community resources for referral agencies, employment opportunities and labor market information.

Program management and operations include the planning and management tasks that are necessary to support activities conducted in the school counseling program.

- (1) Management activities include creating and utilizing a budget, accessing facilities, assessment, and recommendation of services
- (2) Data analysis, such as student achievement, counseling program-related data, activity outcomes, testing scores, and gaps in services, etc.

All system support service activities support other programs, and possess an accountability component for measuring the success or further needs of the district. It also provides us vital information to be able to write grants for funding to meet the needs of students in our school district.

--Group Counseling

Small group counseling is conducted primarily as a remedial means of addressing specific issues. The need for a counseling group is determined by collaboration between the counselor(s), administrators, teachers and parents. The counselor selects group members whose needs and goals are compatible with the goals of the group.

Small groups may consist of 6-12 students meeting for 8-12 sessions, as needed. Counselors work with teachers in scheduling the group so the students' removal from the classroom is kept to a minimum. Counselors follow the ethical and legal guidelines in providing group counseling services.

Crisis Counseling is usually temporary in nature and is provided to students and families who are facing emergency situations. Counseling in a time of emergency includes prevention, intervention and follow-up. Referrals to community agencies are made when appropriate. School counselors are important members of a school district's crisis intervention team.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	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	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Consultation, collaboration, and teaming provide opportunities for counselors to receive information on the emerging needs of students and to provide important contributions to the school system which are in the best interest of our students. Relative activities include, but are not limited to:

(1) Consultation with parent(s)/guardian(s), teachers, administrators, and community experts -- Activities would include Parent/teacher conferences, open house, Student

Assistance Team, Junior Parent's Night , Financial Aid Night, and other meetings, etc.

(2) Partnering with staff, parent(s)/guardian(s) and community relations -- Counselors orient staff, parents and community businesses and organizations to the varying needs of the school population, as well as the school counseling program itself. They share information and opportunities through partnerships, newsletters, local media, presentations, training, etc.

(3) Community outreach -- Counselors are knowledgeable of community resources for referral agencies, employment opportunities and labor market information.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	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	E EI	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.

Pennsylvania System of School Assessments (PSSA) in ELA, Math, and Science: These assessments allow our district to examine performance results and monitor progress in each of the assessment anchors/eligible content areas for all groups, subgroups, and individual students. Conclusions drawn from the data will allow our district data team and curriculum committees to make informed decisions to improve the general curriculum and monitor the progress of subgroups and individual students. The latter will enable the data and multidisciplinary teams to make recommendations for accommodations and interventions within the curriculum to meet the needs of diverse learners in our district.

District support staff, specialists, and coaches will assist teachers in finding support materials and research-based instructional techniques and interventions to assist students identified as at-risk from the aforementioned process.

Regular education teachers and ESL instructors and/or Special Education Teachers will collaborate on course and instructional adaptations and individual accommodations and/or interventions, including classroom assignments/requirements.

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

NEIU provides services at an off-site facility for preschool-age children who have severe developmental delays. This program is designed to provide intensive instruction so these children will be ready for Kindergarten.

We provide transportation services to local child care centers, such as the YMCA and other organizations, upon parent request.

The district provides after-school tutoring for students in grades 2 - 12.

The high school guidance department works closely with various community members who provide memorial scholarships/awards to seniors. Counselors also assist high school seniors to acquire a mentor from the community in a field of his/her interest. The mentor devotes his/her time, knowledge, and resources to assist the student in completing the culminating project. Local community representatives also volunteer to allow students, some of which are academically challenged, to participate in a Co-op program at their place of business. This program is coordinated by our district and/or the CTC (Career Technology Center).

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.

NEIU provides services at an off-site facility for preschool-age children who have severe developmental delays. This program is designed to provide intensive instruction so these children will be ready for Kindergarten.

The LEA does not directly provide pre-kindergarten programs.

The LEA does has many approaches to provide information on what children need to be emotionally and academically ready for kindergarten as follows. The LEA invites local pre-school children and teachers to have an on-site visit in the spring before students will enter Kindergarten. They are given a school tour and meet with current students and kindergarten teachers. We also have a kindergarten registration and open house in the spring. We developed a handbook in conjunction with the United Way of Lackawanna County *Success by 6* project. The handbook is entitled *What do you wonder about Kindergarten?* The handbook provides information and pictures of the facilities students will use and staff they will meet.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

When choosing materials and resources, we form committees comprised of members having the most expertise in a given subject area. We choose materials based on their alignment with the PA Core standards. We also look for supplemental materials to meet the needs of diverse learners and multiple learning modalities.

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

Not applicable.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

When choosing materials and resources, we form committees comprised of members having the most expertise in a given subject area. We choose materials based on their alignment with the PA Core standards. We also look for supplemental materials to meet the needs of diverse learners and multiple learning modalities.

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

Not applicable.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

When choosing materials and resources, we form committees comprised of members having the most expertise in a given subject area. We choose materials based on their alignment with the PA Core standards. We also look for supplemental materials to meet the needs of diverse learners and multiple learning modalities.

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

Not applicable.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

When choosing materials and resources, we form committees comprised of members having the most expertise in a given subject area. We choose materials based on their alignment with the PA Core standards. We also look for supplemental materials to meet the needs of diverse learners and multiple learning modalities.

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

Not applicable.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	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	X	X	X	X

effective practice research, with attention given to interventions for struggling students.				
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	EEl	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 Dunmore School District works in partnership with the local intermediate unit to provide the most up-to-date professional development activities based on effective practices. Teachers and administrators attend trainings regularly based on their subject area and/or grade levels taught.

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

Not applicable.

Strategies Ensuring Fidelity

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

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

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

The administration, teaching, and support staff will keep abreast of current effective, research-based educational methods and resources, state and federal mandates, and the latest educational technology through on-going professional development/training. The data analysis team meets regularly to examine the results of standardized state and local testing, benchmark testing, and curriculum-based assessments to determine our instructional strengths and weaknesses. They make recommendations for teachers to participate in a variety of professional development activities to meet the needs of diverse learners and to keep abreast of current research-based teaching and learning techniques.

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

Not applicable.

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.

Dunmore School District strives to facilitate a smooth transition into the education profession for first year teachers entering our school district. In accordance with Title 22, Chapter 49, Section 49.16 and 49.83 of the Pennsylvania Code, Dunmore School District adopted a state-approved teacher induction plan in 1987, which is reviewed yearly and revised as needed by the District and Building Induction Councils.

The District Induction Council is comprised of the Superintendent, Principals of all Buildings, and Representative Teachers. Its purpose is: to identify training needs of new teachers and set goals accordingly; select mentor teachers; and monitor/review the program on a yearly basis. The Building Induction Councils are composed of the Principal of the building/school, Support Teachers (Mentors), and Inductees. Its purpose is to assist in meeting the objectives set forth by the District Induction Council and to plan and evaluate programs for the inductees at the building level.

In order to ensure an orderly and successful passage for that teacher through his/her initial teaching period, our District Induction Council adopted the following goals and competencies for first year teachers:

- * To provide peer support and the model of a successful and experienced professional for the new teacher.
- *To provide a series of planned experiences, activities and studies designed to address the needs of a first year teacher.
- * To provide a structure through which the new teacher can objectively analyze the effectiveness of his/her teaching and have resources for self-improvement readily available.

* To provide a framework for imparting the operating procedures and educational philosophies of the Dunmore School District.

* To provide staff development for instructing and assessing students of all ability levels, including the following student subgroups: ESL; Gifted; IEP; Economically Disadvantaged.

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

Not applicable.

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.

Our teacher induction program, in conjunction with the Northeastern Intermediate Unit #19 (NEIU), provides a supportive environment for beginning teachers as they experience their first year of teaching in the district. Needs of inductees will be assessed/addressed in the following ways:

- The needs of inductees in the "New Teacher Induction Plan" will be addressed in the areas of planning and organization, evaluation/assessment of students' work, motivation of students, and adjustment to the teaching profession.
- Building Administrators will meet bi-weekly with support teachers (mentors) and inductees for the purpose of monitoring inductee progress and providing assistance as needed.
- Mentors and inductees will meet to discuss classroom problems and brainstorm possible teaching strategies and/or solutions.
- Inductees from Dunmore School District will meet outside the district periodically to network with other new teachers in supervised sessions with mentors and NEIU personnel to review their progress and plan various stages for their development. Skills and teaching techniques for these new teachers will be stressed.
- Inductees will complete "Evaluation of Program-Inductee" forms following the completion of each of the programs sponsored by the NEIU as a means of monitoring on-going progress and needs.
- Support Teachers/Administrators will complete "Evaluation of Program-Support-Teacher/Administrator" following the completion of each of the programs as a means of gauging his/her perception of how the inductee's needs are being met through each of the programs and through the induction program overall.
- The inductee will also complete the "Inductee Final Evaluation" to assist the District and Building Induction Councils in determining strengths and weaknesses of our "New Teacher Induction Plan" so they may better plan induction programs for future inductees.

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

Not applicable.

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.

Mentor Selection

Selection Criteria

- Five years of successful teaching experience
 - Instructional II certificate
 - Demonstrated competence in instruction, planning and classroom management.
 - Positive attitude toward the teaching profession.
 - Knowledge of subject area and/or grade level appropriate to inductee.
 - Knowledge of climate, rules, and norms of the school.
- Willingness to attend all after-school meetings and a meeting preceding the first day of the new school year.

Selection Procedure

1. The Superintendent will inform the Dunmore Federation of Teachers that Mentor Teacher positions are available and the district will post as per contract.
2. All district teachers will be asked to submit names based upon selection criteria to the superintendent.
3. The Superintendent will select the Mentor Teacher from those teachers who apply.
4. Guidance from the building principals and other district administrators will be solicited.
5. Appointment of the Mentor Teacher will be made by the Board of Education based upon selection criteria and background and needs of inductee.

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

Not applicable.

Induction Program Timeline

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

If necessary, provide further explanation.

The Dunmore School District participates in a consortium with the Northeast Intermediate Unit to provide teacher induction in-service workshops. N.E. I.U. personnel conduct supervised sessions to review inductee's progress and to stress teaching skills and techniques.

The topics are continually addressed in our school district as well through in-services and trainings and the mentoring process outlined in our Teacher Induction Plan.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

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- The needs of inductees in the "New Teacher Induction Plan" will be addressed in the areas of planning and organization, evaluation/assessment of students' work, motivation of students, and adjustment to the teaching profession.
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- Support Teachers/Administrators will complete "Evaluation of Program-Support-Teacher/Administrator" following the completion of each of the programs as a means of gauging his/her perception of how the inductee's needs are being met through each of the programs and through the induction program overall.
- The inductee will also complete the "Inductee Final Evaluation" to assist the District and Building Induction Councils in determining strengths and weaknesses of our "New Teacher Induction Plan" so they may better plan induction programs for future inductees.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **226**

Identification Method

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

The Dunmore School District utilizes the Significant Discrepancy Model in identifying whether a student qualifies for specially designed instruction under the terms of Chapter 14

regulations.

There are procedures to identify children needing special education. Those procedures are "Child Study" referral and "Evaluation." If a disability is suspected, teachers, other school personnel, and parents, may refer a child for Child Study involvement. Parents can refer a child for an evaluation; however this request must be submitted in writing. Parents suspecting that a child may have a disability can request an evaluation by contacting the Special Education Director, building Administrator, and/or Guidance Counselor, and subsequently forward the written request.

Child Study involvement would include using immediately available data: such as students permanent records, health records, report cards, and teacher input/observations. Child Study referrals will be reviewed by team members including the building Principal, School Psychologist, Special Education Director, Guidance Counselor(s), and others as appropriate. Before evaluation, parents are provided with a Permission to Evaluate (PTE) that includes the following information:

- Who referred the child for evaluation?
- Why was the child referred?
- What procedures and types of assessments will be used?
- The schedule for the evaluation process.
- The rights of the parents regarding consent for evaluation.

Evaluations are conducted by the school psychologist in collaboration with members of the Child Study Team and the child's parents. Methods used in the evaluation include observation, review of records, group and individual testing. Information is gathered from school personnel, medical personnel and parents.

Results of the evaluation are reviewed by the team to determine if special education services are needed. If special education placement is recommended, parents are part of the team that determines exceptionality and develops an Individual Education Plan (IEP) for the Child.

An evaluation may not be conducted without written parental permission designated on the PTE form. Parents who do not consent to an evaluation will be contacted by a member of the Child Study Team to discuss the issue as to reasons why.

As a child is reevaluated every two/three years, information is added to his or her file. All records are confidential. Only school personnel are permitted to see the child's file. Anyone else must have written approval of the parent to see the file or to receive copies of information in the file.

Parents can review the student's record and challenge the validity of any record or report, or challenge the maintenance of information on file. Federal regulations give both natural parents access to their child's education records unless there is a court, order, state statute or legally binding document prohibiting access.

Detailed printed information about special education services and programs are available

on the DSD website and in local business, physicians offices, library, police department etc., and all main office of the district. All DSD policies are available from the school district upon request. Anyone interested should contact the Special Education Director or the building Principal.

Information and communications are in English, but will be provided in the native language or other mode of communication used by parents, if appropriate.

Enrollment

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

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

Based on information available on <http://penndata.hbg.psu.edu/BSEReports>, the DSD does not demonstrate with significantly disproportionate enrollment differences.

Non-Resident Students Oversight

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

The Dunmore School District has demonstrated the ability to locate and provide appropriate educational programming to all students of the Dunmore School district, including the resident students of Saint Joseph's Center located in Dunmore, Pennsylvania. Saint Joseph's Center is a residential care facility that services individuals diagnosed with Intellectual Disabilities and/or Developmental Delays. The Dunmore School District in conjunction with Saint Joseph's Center and the Northeastern Educational Intermediate Unit 19, follow Chapter 14 regulations in locating, identifying, evaluating, and offering FAPE to all eligible students. The Director of Special Education act as the LEA and oversees all programming for students between the ages of birth to 21. Presently, there are not problems or barriers that exist which may limit the District's ability to meet its obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

There are no corrections institutions located within the geographical boundaries of the Dunmore School District. The Dunmore School District does however, recognize its obligation to ensure that district students who are currently incarcerated, are located/ identified/ evaluated and provided FAPE. In the event that a Dunmore School District student is incarcerated, the DSD, will work collaboratively with the host district to ensure FAPE along with appropriate programming to a student who has been identified as qualifying for and being in need of specially designed instruction under IDEA as a student with an exceptionality.

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 DSD is committed to ensuring that to the maximum extent appropriate, that all students identified as exceptional under IDEA are educated with their non-disabled peers in the least restrictive environment (LRE) with the use of supplemental aids and services to allow success in all classes. Students who qualify for and are in need of specially designed instruction under IDEA, begin in the least restrictive environment with the use of supplementary aids and services and may move into a more restrictive environment/placement if deemed appropriate and necessary by the student's IEP team. This decision is made based on all data review and student performance. Identification for services under Chapter 14 begin with the Child Study Referral Team. The DSD is proud if the child study referral procedures that occur in all three schools. Individuals included in the Child Study process include but are not limited to: building administrator, Certified school psychologist, Special Education Director, guidance counselors, speech therapists, designated special education and general education teachers, speech therapists, occupational therapists (as needed), physical therapists (as needed), and if necessary representatives from outside agencies.

The Child Study Team, as defined by the DSD, is a team approach in identifying factors that are negatively impacting a student's educational progress, by review existing data, discuss

and/or develop a plan of action in order to assist the student to achieve adequate progress. Our goal as a member of the Child Study Team, is to ensure each member, including the parent, has the opportunity to provide input and suggestions of interventions that can be readily used in the classroom. Prior to an identified student being placed in an out-of-district educational placement, the student's IEP team will convene and review all data. This data may include but is not limited to : educational progress monitoring; behavioral data collection sheets; disciplinary records; attendance; work samples; previous and current grades; team input; etc.

The Special Education Director also maintains a close relationship with the Curriculum Specialist, building administrators, related service providers, and outside agencies to ensure that the students of the DSD receive a full continuum of services/supports within the LRE. The DSD contracts to the NEIU 19 and other private facilities when a student's needs cannot be met within the district. We use center based programs and school based programs provided by these agencies when the students' needs cannot be met within the district. When this occurs, the DSD work closely with the family to secure their input in the process. The DSD makes it a possible to work closely with the family in understanding that although the student is placed outside the district they continue to be a member of the Dunmore School District. The LEA participates in all IEP and progress monitoring meetings. The DSD makes certain that students who are able to participate in extra-curricular and athletic activities participate to the fullest extent possible. The DSD works diligently on developing a plan/program for bringing students back to their home district and as of this year, the DSD provides Itinerant Emotional support teacher to work with our students who are diagnosed as such in order to keep as many as are eligible in their home district.

The DSD utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, by attending various webinars offered at the IU 19, on-site training by IU 19 staff, and/or by traveling to the PaTTAN site in Harrisburg. Members of the DSD faculty and staff have received extensive training in a variety of programs, exclusively the Common Core Standards, and Keystone Exams; along with Standards Based IEPs, Aims Web Progress Monitoring, Dibbles, 4-site, Crisis Prevention, School Wide Positive Behavioral Support, Truancy Elimination, Indicator 13/8 Transition Methods, Study Island, Differentiated Instruction, co-teaching methods; Autism, Aspergers, Gifted, etc.

Behavior Support Services

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

The Dunmore School District is committed to the implementation of a school-wide positive behavioral support program primarily within the Dunmore Elementary Center k-6 to

reinforce positive behaviors of all students. This program is presently in the planning stages and is set to kick-off beginning the 2014-2015 school year. The team members include, guidance counselors, administration, school psychologist, parents, teachers and staff. The ultimate goal of the Dunmore School District is to further implement a school wide positive behavior support program in the middle school and the high school as well, in order to provide a continuum of behavioral support services district wide. A primary component of the school-wide positive support program, the district will collaborate with our local Intermediate Unit 19, to provide on going training for all faculty and staff.

Once data is reviewed, there may be some occurrences where a Functional Behavioral Assessment (FBA) may be considered and/or completed in order to systematically examine an individual's student's behavior to assist in determining the purpose of a behavior. When a student is identified as presenting a behavior that is impeding his/her participation/success within the general curriculum, a Child Study Team meeting will be convened in order to discuss the specific behavior and develop an appropriate plan of intervention to track and analyze the behavior which will then lead to the development of a Positive Behavioral Support Plan.

The Dunmore School district currently accesses the services of NEIU 19, Northeastern Human Services, Scranton Counseling Center, Youth Advocacy Center, when needs of the student go beyond the scope of what the LEA can provide.

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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.

When the DSD is faced with difficulties of ensuring a Free and Appropriate Public Education (FAPE), for an individual student, the district and the IU 19 Interagency Coordinator work together to coordinate an Interagency meeting with the parents and all local agencies involved with that particular student. The district also requests the assistance of the County Child and Adolescent Service System Program (CASSP) Coordinator when there is increased difficulty in locating an appropriate program for a student in the least restrictive environment. Many of the participants include, but are not limited to, members of the student's educational team; including the Director of special education, school psychologist, casemanager, general education teacher(s), related service providers, parents/ guardians, student (if appropriate), building administrator, as well as outside agencies. The Intensive Interagency Meeting allows the district to utilize a continuum of services and programs whole eliminating various barriers to the educational process.

The DSD utilizes the IA process to locate appropriate programming within neighboring school districts, including school based and center based partial hospitalization programs. The Local Interagency Coordinator (IU 19) has provided beneficial assistance and guidance in organizing the IA meetings by acting as the point of contact and meeting facilitator. These IA meeting prove to be extremely effective and are an efficient way of gathering all involved parties to the table in order to assure FAPE while considering the Least Restrictive Environment as well.

The DSD is exploring the possibility of program expansion, taking in to consideration the educational financial crisis our state is presently experiencing. Until that time comes, the DSD works tirelessly and collaboratively with neighboring school districts as well as the North Eastern Educational Intermediate Unit in developing a continuum of services for all of out 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.

The Special Education Department of the Dunmore School District work passionately with updating and adding education services and programs for our students in order to educate our students in the Least Restrictive Environment. Strengths and Highlights include:

1. The development and implementation of a school wide positive behavioral support program in the elementary center K-6.
2. An updated and more efficient Child Study Referral Process that is data driven and includes administration, guidance, special and general education teachers, school psychologist, special education director, related service providers, and outside agencies.
3. The development of the Co-teaching Model in the Middle and High Schools with the assistance/training involving the NEIU 19.
4. The "push in and pull out" of programs to meet the diverse needs of all students;

including speech, OT, PT and emotional support.

5. A full time ASL interpreter on staff, along with 11 paraprofessionals that have either bachelor's, associate, or certificate of competency from the Department of Education.
6. The creation of an Itinerant Support program allowing students to be served in their home district thus allowing for the Least Restrictive Environment.
7. A more consistent tracking system involving the Homebound process to ensure the provision of FAPE.
8. Consistent collaboration with the Office of Vocational Rehabilitation to assist in students transitions beyond the school age programs.
9. The utilization of AIMS WEB which is a research-based progress monitoring tool that tracks students' progress through the school year.
10. Parent Training in conjunction with " Parents Night".
11. Positive and continues participation with the Lackawanna Career Technology program to provide vocational training to students who accept the option to participate.
12. The use of research based curriculums such as: Saxon Math, SRA Reading, Aims Web, Touch Math, 4-site, Study Island, Lexia program, to name a few.
13. A continued positive relationship with NEIU 19 and neighboring district to provide a framework of services to meet the needs of all students.
14. The creation of an in-house mental health program serviced by Scranton Counseling Center.
15. A newly implemented Student Information System, that allows students and parents access to progress reports, assignments, grades, and attendance.
16. Contracted services with the NEIU 19 for all related service providers as needed.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Saint Joseph's Center	Nonresident	Northeastern Educational Intermediate Unit # 19	18

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Approved Private Schools	Autistic Support/Emotional Support	7
NEIU 19	Other	Emotional Support/Autistic Support/ Multiple Disabilities	14
NHS	Approved Private Schools	Emotional Support	2
EHAB	Approved Private Schools	Emotional Support	2
Graham Academy	Approved Private Schools	Autistic Support	1
Riverside School District	Neighboring School Districts	Life Skills	1
Victory Village	Other	Life Skills Support	2
Marywood University-SOAR	Other	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	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 10	8	1

Justification: There is one student who's parent signed a waiver. This student receives Itinerant Autistic Support

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	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 9	14	1

Program Position #3*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	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	22	1
Justification: Two students presently moved in. Waiver signed.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	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	17	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	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	13	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Middle	A Middle	A building in	Supplemental	Learning	12 to	12	1

School	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	14		
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Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore 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 15	15	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore 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 17	19	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore 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 19	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	28	1

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

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Dunmore High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	17	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District-wide	1
School Psychologist	District wide	1
Speech/ Language Therapists	Disrict wide	2
Paraprofessional/PCA	Dunmore Elementary Center	0.5
Paraprofessionals	Dunmore Elementary Center	5
Paraprofessional	Dunmore Middle School	2
Paraprofessionals	Dunmore High School	4
Deaf/Hard of Hearing Interpreter	Dunmore High School	1
Itinerant Learning Support	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	1 Hours
Occupational Therapist	Intermediate Unit	2 Days
Vision Therapist	Intermediate Unit	2 Days
Deaf and Hard of Hearing Teacher	Intermediate Unit	5 Hours
Orientation and Mobility Therapist	Intermediate Unit	1 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:

Not applicable.

District Accomplishments

Accomplishment #1:

- The Dunmore Elementary Center received a building level score of 82.2 on the 2012-13 School Performance Profile.
 - The 3rd Grade Percent Proficient in Reading was 84.95%
 - Overall DEC Percent Proficient in Reading was 74.78%
 - Overall DEC Percent Proficient in Math was 77.66%
 - Overall DEC Percent Proficient in Science was 88.14%
- The Dunmore Middle School received a building level score of 87.1 on the 2012-13 School Performance Profile
 - Overall DMS Percent Proficient in Reading was 79.92%
 - Overall DMS Percent Proficient in Math was 76.98%
 - Overall DMS Percent Proficient in Science was 70.31%

District Concerns

Concern #1:

- The Dunmore High School received a building score of 64.3 on the 2012-13 School Performance Profile
 - Overall DHS Percent Proficient in Reading was 72.73%
 - Overall DHS Percent Proficient in Math was 62.81%
 - Overall DHS Percent Proficient in Science was 47.54%

Concern #2:

Dunmore Elementary Center 5th Grade Scores for the 2013-14 School Year:

Math: 56.8%

Reading 53.4%

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

- The Dunmore High School received a building score of 64.3 on the 2012-13 School Performance Profile
 - Overall DHS Percent Proficient in Reading was 72.73%
 - Overall DHS Percent Proficient in Math was 62.81%
 - Overall DHS Percent Proficient in Science was 47.54%

Dunmore Elementary Center 5th Grade Scores for the 2013-14 School Year:

Math: 56.8%

Reading 53.4%

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: PVAAS

Specific Targets: 85% of students overall and 85% of the students in each subgroup show at least one year of predicted growth in both Reading and Math.

Type: Interim

Data Source: Benchmark Assessments, including CBAs, DIBELS, and 4Sight

Specific Targets: A minimum of 80% of students will demonstrate proficiency, based on established benchmark criteria, on the above assessments.

Strategies:

Utilization of SAS Portal

Description:

While some of our teaching and administrative staff utilize the SAS Portal for instructional materials and strategies, we do not feel it is being used to its full potential. Teachers will be trained on how to use the Standards Instructional Framework Modules for ELA and Math on the SAS portal. Teachers will be required to document use of instructional content materials from the Modules, especially the embedded released assessment items. Documentation will include teacher lesson plans and students' written responses to various text dependent analysis prompts.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Increased Differentiated Instruction

Description:

While some teachers are implementing differentiated instruction, we want to expand it to include all grade levels. Teachers will use assessment data to guide decision-making for grouping within the classroom. The district's data teams will assist teachers in gathering and analyzing data to meet this end.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Create a Curriculum Committee

Description:

The Curriculum Committee will analyze data from various types of assessments to make instructional recommendations to classroom teachers.

Indicator of Implementation: Meeting minutes that document analysis and instructional recommendations.

Start Date: 9/1/2014 **End Date:** 9/1/2017

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

Supported Strategies:

- Utilization of SAS Portal
- Increased Differentiated Instruction

Collaborative Use of Student Results to Inform Instructional Practice

Description:

The curriculum committee will meet with classroom teachers in grade-level teams to collaboratively analyze student assessment results to identify strengths and weaknesses to determine effective instructional practices.

Indicator of Implementation: Documentation of instructional practices in lesson plans that were deemed to be effective as recommended by the Curriculum Committee.

Start Date: 9/1/2014 **End Date:** 9/1/2017

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

Supported Strategies:

- Utilization of SAS Portal
- Increased Differentiated Instruction

Teaching Diverse Learners in an Inclusive Setting

Description:

Teachers will receive training on-site and through the local intermediate unit to become aware of the resources and strategies available for implementing differentiated instruction within the classroom.

Indicator of Implementation: Training materials; sign-in sheets

Start Date: 9/1/2014 **End Date:** 9/1/2017

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

Supported Strategies:

- Utilization of SAS Portal
- Increased Differentiated Instruction

Improving Language and Literacy Acquisition for all Students

Description:

Teachers will receive training on various language components to implement the PA Common Core ELA standards effectively within the classroom. Trainings through NEIU #19 will include ELA Common Core Academies, Text-Dependent Analysis, Reader Apprenticeship Training, and CDT ELA Analysis.

Previously cited trainings for differentiated instruction within the classroom would also apply to improving language and literacy acquisition for diverse learners within the classroom.

Indicator of Implementation: Resources attained from trainings; Sign-in sheets; Teacher lesson plans; Various types of Assessment Results

Start Date: 9/1/2014 **End Date:** 9/1/2017

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

Supported Strategies:

- Utilization of SAS Portal
- Increased Differentiated Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Utilization of SAS Portal Strategy #2: Increased Differentiated Instruction
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Start	End	Title	Description	Provider	Type	App.
9/1/2014	9/1/2017	Teaching Diverse Learners in an Inclusive Setting	Teachers will receive training on-site and through the local intermediate unit to become aware of the resources and strategies available for implementing differentiated instruction within the classroom.	Northeast Intermediate Unit #19; Curriculum Committee	IU	Yes
			<u>Indicator of Implementation:</u> Training materials; sign-in sheets			
		Person Responsible	SH	S	EP	
		Building Principals (2); Building Vice-Principals (2); Curriculum Committee	3.0	9	30	

Knowledge

Teachers will become aware of resources and effective strategies for implementing differentiated instruction to meet the needs of diverse learners within the classroom.

Supportive Research

Sources: Learning Styles: Concepts and Evidence,
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf;

Differentiated Instruction: Effective classroom practices report,

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

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

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

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
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	<p>Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel</p>	<p>Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>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 Joint planning period activities</p>	<p>Evaluation Methods</p>
		<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity</p>

<p>LEA Goals Addressed:</p>	<p>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p>	<p>Strategy #1: Utilization of SAS Portal Strategy #2: Increased Differentiated Instruction</p>
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Start	End	Title	Description				Type	App.
9/1/2014	9/1/2017	Improving Language and Literacy Acquisition for all Students	<p>Teachers will receive training on various language components to implement the PA Common Core ELA standards effectively within the classroom. Trainings through NEIU #19 will include ELA Common Core Academies, Text-Dependent Analysis, Reader Apprenticeship Training, and CDT ELA Analysis.</p> <p>Previously cited trainings for differentiated instruction within the classroom would also apply to improving language and literacy acquisition for diverse learners within the classroom.</p> <p><u>Indicator of Implementation:</u> Resources attained from trainings; Sign-in sheets; Teacher lesson plans; Various types of Assessment Results</p>				IU	Yes
		<p>Person Responsible Building Principals (2); Building Vice-Principals (2); Curriculum Committee</p>	SH	S	EP	Provider		
			3.0	9	30	Northeast Intermediate Unit #19; Curriculum Committee		
Knowledge			Teachers will become aware of effective practices and resources for improving language and literacy acquisition for all students.					
Supportive Research			Trainings will be based on assisting students to access and achieve the PA Common Core standards.					
Designed to Accomplish			<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>					
For classroom teachers, school counselors and education specialists:								

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

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

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Classified Personnel
- New Staff
- Other educational specialists
- Related Service Personnel

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio
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District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by Frances Loughney on 6/27/2014

Board President

Affirmed by Frances Loughney on 6/27/2014

Chief Executive Officer