Penn Hills SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

260 Aster St
Pittsburgh, PA 15235
(412)793-7000
Superintendent: Nancy Hines
Director of Special Education: Darren Kennedy

Planning Process

The Penn Hills School District views the Comprehensive District Plan as a framework for continued growth and improvement. The planning process for the new 2016-2019 Comprehensive Plan, began with a central administration team attending the LEA Phase 1 summer planning session at the AIU3 in July 28, 2014. The timeline of events from the Phase 1 District Level Comprehensive planning flow chart was used as a guide for for the administration team. During February 2015, at district team meetings; the core foundations of the action plan were reviewed and role responsibilities were distributed by the superintendent. Building level administrators reviewed their building plans and then shared with the planning team.

The building administrators, along with the DIrector of Teaching, Learning, and Assessment and the Professional Development coordinator collaboratively completed the needs assessment portion of the plan. Through the analysis of the District data and systems, the following four systems became the proposed District goals in our the decision making process for the District's continuous growth and improvement.

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

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

3. Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meet all legal and ethical requirements with the parameters of generally accepted accounting practices.

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

The special education planning team met in February and March of 2015 to revise and update the new plan which was board approved at he April 27, 2015 meeting.

In addition to the special education, professional and induction committees required in the comprehensive planning process, the District has four established committees that meet monthly to share activities and goals aligned to the district plan. These committees include: Curriculum; Safety/Building & Grounds; Finance; and HR/Policy. There is an established agenda that is reviewed and discussed with all shareholders. The public is invited to all committee meetings and are able to provide input as well.

The new Comprehensive Plan will be shared at the October 5, 2015 curriculum committee meeting and will be posted on website for public review from October 6-November 6, 2015. A board motion to accept the plan will be made at the November 23, 2015 school board meeting. The final submission of the District level plan for PDE review will be on November 24, 2015, meeting the November 30, 2015 deadline. After PDE approval, the implementation date for the New District comprehensive plan is July 1, 2016.

Mission Statement

The Penn Hills School District's mission is to ensure that all students are given the opportunity to reach their realized potential.

Vision Statement

The Penn Hills School District is a ***Place of Realized Potential*** that offers challenging work; opportunities for growth in a trusting and caring learning environment that is designed to help each student reach their potential.

Shared Values

In the Penn Hills School District, we believe it is our responsibility to:

- Nurture and support positive relationships with caring adults for our students in a safe school environment.

- Implement a systematic and rigorous curriculum and assessment process aligned to Common Core Standards, PA graduation requirements, and Keystone Exams.

- Recognize and support our students' strengths, needs, and goals.

- Build capacity in our professional learning community in order to ensure teachers provide high quality instruction built on research-based best practices.

- Provide students and families with the necessary supports and resources to help them be successful as life long learners and citizens.

Educational Community

Penn Hills is the second-largest community in Allegheny County. The community is serviced by the Penn Hills School District, which has three buildings currently housing 3,961 students. A middle school (grades 5-8) and senior high school (grades 9-12) serve approximately 2,550 students, with the population broken down at 47% female and 53% male. Elementary students in PreK-4th grade totaling 1,411 (including kindergarten) are housed in a central elementary building. Breakdown by gender is 45% female and 55% male. The District's special education population, at 25 % continues to grow and is above the state average. Students within the special education population have the benefit of co-taught classes, as well as a wide variety of services to meet their special needs. The economically disadvantaged student population Penn Hills is currently 72.9% at the elementary; 67% at the middle school and 69% at the high school. The diverse student population includes 66% black ; 32.9 white; .08% Hawaiian and pacific Islander and .07% Asian.

The cultural, socioeconomic, racial, religious, and educational differences that exist in Penn Hills make it a unique, diverse community. The District recognizes these factors and the impact they have on the school system. We address these issues through differentiated educational interventions and schoolwide behavior programs that outline consistent behavioral expectations and offer positive recognition for students. Through these programs, we work to provide students with the words and skills to grow as both learners and citizens and provide them with a common, consistent message.

The Board has established four primary committees (Finance, Curriculum, HR/Policy, and Safety/Buildings and Grounds) with agendas posted on the District prior to the meetings. Meetings are open to the public and minutes are posted on the District website afterward. In addition, the District has an Athletic Advisory Committee which meets three times a year. During the recent

financial crisis in the District, an ad hoc citizens advisory committee was established to ensure transparency in the District's operations as it moved forward.

Community partnerships are an important part of our success. We offer on-site pre- and post-daycare through the YMCA and school-based therapy services through mental health agencies. Students from the Senior High School serve as mentors through Big Brothers/Big Sisters for children in Grades 3 and 4 to support their success.

Also, the District has a rich history of PTA support and parent involvement. There is an active organization in each building which works in collaboration with the administrator to engage parents in the educational process. The PTA Council of Penn Hills provides the only scholarship program of its kind, offering graduating seniors the opportunity to receive $500 scholarships, with monies for these awards obtained through business and individual donations and fundraising.

The District has been a primary participant in both community activities and events which bring the community within the schools. These include: The Martin Luther King Celebration (which is a partnership that cross religious, business, District, and community lines); Summerfest Community Day; Food Pantries; Light Up Night; Holiday Events (including Veterans Day, Memorial Day); Dr. Seuss Day; and Officer Phil Program.

Elementary

The state-of-the-art elementary building opened in the Fall of 2014 and was the result of the consolidation of three elementary buildings into one. Two of the now-closed elementary schools are being repurposed for educational uses, including preschool and an Allegheny Intermediate Unit (AIU) program. By housing all elementary students in a single building, the District has been able to provide more consistency in programming and instructional delivery, as well as more efficiently utilize our resources at that level.

Penn Hills Elementary School is a five-year public elementary school, serving students in grades PreK-4. The building, uses the concept "a school within a school", whereby each grade is assigned its own wing in the building and only that grade is in that wing. The Elementary school has a total enrollment of 1,400 students, and is served by 198 faculty/staff members.

At the Elementary, gifted and special education services provide a continuum of support for all students. School counseling is available through the on-site services of three full-time school counselors and a home school visitor/social worker, with outside support offered for students and families through coordination with Family Services of Western Pennsylvania. In addition, a full-time behavior management specialist is on hand to work with our students. An afterschool tutoring program provides additional support for students who need it.

The Penn Hills Elementary School reinforces appropriate behavior through the Positive Schoolwide Behavior Support System—The Penn Hills Elementary Way to BEE Your Best. This program provides consistent behavioral expectations in all school environments as well as positive

recognition for students. These expectations ensure that students, staff, and visitors are welcomed into a positive school climate for learning.

The building provides classrooms rich in technology at every grade level. Each classroom contains four computers and two computer labs. A technology course is offered to third and fourth graders to prepare them for advancing to future grades. eSpark Learning is a program being used to tailor lessons to student ability through the use iPads and apps differentiated to each individual student need. All grades also participate in ASSET Science, a national Science, Technology, Engineering, and Math (STEM) education improvement program which fosters STEM fluency by providing educators with necessary resources.

Educators in the District partnered with Dream Flight Adventures, a creative education technology firm, in conjunction with a grant from the Grable Foundation, to create the IKS Dreamcatcher, a themed interactive learning environment that teaches elementary school students teamwork, critical thinking, and problem solving and increases their interest in STEM topics, creativity, and art. Students can travel to space, back in time, under the sea—anywhere their imagination will take them while reinforcing core curricular topics..

In addition to parents having access to their student's grades online, a strong effort is put forth to involve them in activities and the learning process at the school. These activities include:

- Preschool-to-Kindergarten readiness activities and transition services

- Title I Math and Reading Nights

- Active Parent-Teacher Association

- Family nights/events (i.e., family movie nights, classroom parties, welcome back nights, educational assemblies, etc.).

Middle School

Linton Middle School is a four-year public middle school, serving students in grades 5-8. The building also follows a "school-within-a-school" concept. Students stay in their wing unless traveling to common areas such the library, gym, or lunch. In those cases, students are escorted at all times by their teachers. The building has a total enrollment of approximately 1,200, and the student body is served by 125 faculty/staff members.

Linton also has the District's first SMALLab, a STEAM (adding Art and Design to STEM) initiative to expose our students to a more hands-on way of learning science, technology, engineering, arts, and mathematics.

In addition, the District received funding from PDE to implement a 21st Century Community Learning Center. The "MORE Magic in the Middle with STEAM" Program offers support to students

afterschool for tutoring and homework support, along with offering various other activities designed to stimulate learning in the STEM and arts areas.

The Linton Middle School staff has begun implementing an anti-bullying/anti-mistreating initiative for the 2015-16 school year. Staff worked over the summer on curriculum (Get in the Zone!) that will enhance meaningful discussions on how we expect all students to treat others. Students are being charged by their teachers to follow the TRIBE (Tolerance, Respect, Independence, Believe, and Empathy) into the Zone at LMS! This matrix is used in conjunction with a new initiative started in late spring 2015, "Get in the Zone" to provide a secure and respectful learning environment for students and staff.

High School

Penn Hills High School is a four-year public high school, serving students in grades 9-12. The curriculum is primarily college preparatory, developed under criteria established by the Pennsylvania Department of Education. With a total enrollment of approximately 1,400, the student body is served by 135 faculty/staff members.

Instructional services in the high school are comprehensive and varied. They are comprehensive to meet the educational demands common among most youth and varied to provide for the wide range of interests and abilities found in the enrollment of a diverse high school. In addition to a wide variety Program of Studies also includes several vocational, and on-line opportunities. Students who wish to follow a technical career path have the opportunity to attend through the District's partnership with Forbes Road Career and Technical School. Online opportunities through the District Cyber Academy may be customized to the students' interest and as a career path. The high school also offers 12 honors classes and 14 advance placement courses and two college in high school courses; statistics and computer programming in collaboration with the University of Pittsburgh.

From their entry into the Senior High, students are provided with assistance to make their transition from the middle school to high school easier. The 9th Grade Academy is a dynamic program for students that empowers them to lead, prepares them for high school success, and utilizes the support of staff, parents, and the community. From a summer program to kick off their first year in high school to student-of-the-month recognition programs throughout the year to an "Academy Awards" night in June, the necessary steps are taken to ensure the success of these "new" students when they are potentially at their most vulnerable. The 9th Grade Academy vision is to create a positive learning environment where all 9th Graders grow to realize their potential by learning to lead responsibly (making better choices, taking positive risks, focusing on education, and respecting themselves and others). They learn early on "to Live the Penn Hills Way, All Day, Every Day."

In addition, students are able to learn real-life career skills through our Professional Experience Program (PEP), which provides college-bound students with the opportunity to pair up with a professional for the school year in the career path they plan to pursue in college.

District Cyber Opportunity

The Penn Hills School District is currently partnering with the Allegheny Intermediate Unit & Waterfront Learning to offer Penn Hills students the opportunity to attend a full-time cyber program. Penn Hills offers Cyber High-Quality Interactive Education Fostering Student Success or C.H.I.E.F.S. Academy.

The C.H.I.E.F.S. Academy has opportunities for students in grades 3-12. Enrollment is based on an agreement between the District and the student's family. This program offers children an opportunity to complete school work using online curricula at home, while allowing Cyber Academy students the opportunity to participate in extra-curricular activities sponsored by the District, including NCAA-sanctioned sports. Recently, Chiefs Academy received NCAA approval for all high school courses after a rigorous review process. Additionally, each C.H.I.E.F.S Academy student who completes all program requirements will be awarded a Penn Hills High School diploma upon the successful completion of all requirements, as well as being eligible to participate in Penn Hills High School Commencement with their peers. The District's Cyber Academy offers another dimension to the District's depth of offerings for our diverse student population.

Planning Committee

Name	Role
Sharon Arce	Elementary School Teacher - Regular Education : Professional Education
Bob Bowyer	Community Representative : Professional Education
Alyssa Carr	Middle School Teacher - Regular Education : Professional Education
John Dugan	Community Representative : Professional Education
Cathy Ekis	Elementary School Teacher - Regular Education : Professional Education Special Education
Katie Friend	Building Principal : Professional Education Special Education
Patrick Gavin	Building Principal : Special Education
Alexis Gilmore	Parent : Professional Education
Buck Gray	Community Representative : Professional Education
Farrah Hankey	Parent : Professional Education

Matthew Herdman	High School Teacher - Regular Education : Professional Education
Sara Hoffman	Special Education Director/Specialist : Professional Education Special Education
Robert Hudak	Board Member : Professional Education
Darren Kennedy	Administrator : Professional Education Special Education
Eric Kostic	Administrator : Professional Education
Angela Lickenfelt	Ed Specialist - School Psychologist : Professional Education Special Education
Kelly Madden	Middle School Teacher - Regular Education : Professional Education
Debra Marting	speech and language teacher : Special Education
Ted Merlino	Administrator : Professional Education
Jean Olivis	Community Representative : Professional Education
Kerry Ott	Instructional Coach/Mentor Librarian : Professional Education
John Peterman	Student Services Director/Specialist : Special Education
Lindsay Prosdocimo	Ed Specialist - School Psychologist : Special Education
Stefanie Raspotnik	Professional Development and Funding Coordinator : Professional Education
Jody Rayan	Ed Specialist - School Nurse : Special Education
Michelle Rodden	Instructional Coach/Mentor Librarian : Professional Education
Aaron Smith	Ed Specialist - Home and School Visitor : Special Education
Byron Stone	Ed Specialist - School Counselor : Special Education
Dawn Tomlin	Elementary School Teacher - Special Education : Special Education
Phuong Vu	Ed Specialist - School Psychologist : Special Education
Renel Williams	Administrator : Professional Education
Elaine Wolz	Ed Specialist - Other : 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	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Needs Improvement	Needs Improvement
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished

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

The Family and Consumer Sciences are not taught as a stand alone course at the elementary level in the District. Curriculum mapping and alignment for Health, Safety and Physical Education content will be a focus during this Comprehensive Planning period.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing

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

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

The Family and Consumer Sciences are not taught as a stand alone course at the elementary level in the District. Curriculum mapping and alignment for Health, Safety, and Physical Education content will be a focus during this Comprehensive Planning period.

Middle Level

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

With the new Wetland standards, the District is working on collaborative partnerships to provide opportunities for our students aligned with these standards.

High School Level

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level
- Career Education and Work
- PA Core Standards: English Language Arts

- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

Elementary Education-Intermediate Level

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

Middle Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

High School Level

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Explanation for any standards checked:

Penn Hills School District continues the ongoing process of aligning the curriculum to the PA core standards.

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.	Needs Improvement
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.	Accomplished

Processes used to ensure Accomplishment:

The elementary curriculum has been rewritten and aligned to the PA Core Standards for ELA and math. As part of this process we have successfully identified the procedures for measurements of mastery through the use of common assessments and CDT measures. The district's reading and math coach continue to monitor this ongoing process of curriculum

alignment. Teachers meet monthly to discuss curricular topics and student data collected to make any necessary revisions throughout the year.

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

The reading and math coaches are integral in developing our database of curricular materials and activities that will ensure academic standards are met. The District is working on changing the mindset of teachers to a standards based curriculum rather than a basal reading series. Also, the District has identified materials and research based strategies that support curricular standards and topics in relation to ELA and mathematics. A current issue which exists is empowering teachers to teach standards as opposed to textbook driven instruction.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
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.	Accomplished

Processes used to ensure Accomplishment:

Penn Hills has identified a 4 year curriculum cycle, where specific content area's scope and sequence, and curriculum alignment to PA core is reviewed monitored and evaluated. The District is currently aligned and is implementing the common core standards in all core subject areas. The curriculum has planned units of instruction with objectives, materials, resources and common assessments to measure student understanding and progress. The District administration team realizes there is a critical need to ensure ongoing curriculum review based on current District student achievement results on PSSA and Keystone data. The elementary curriculum has been rewritten and aligned to the PA Core Standards for ELA and math. As part of this process we have successfully identified the procedures for measurements of mastery. The District's reading and math coach continue to monitor this ongoing process of curriculum alignment. Through review of the most recent PSSA, Keystone and PVAAS data, the District has emphasized a focus on mathematics.

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

The reading and math coaches are integral in developing our database of curricular materials and activities that will ensure academic standards are met.

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:

Penn Hills has identified a 4 year curriculum cycle, where specific content area's scope and sequence, and curriculum alignment to PA core is reviewed monitored and evaluated. The District is currently aligned and is implementing the common core standards in all core subject areas. The curriculum has planned units of instruction with objectives, materials, resources and common assessments to measure student understanding and progress. The District administration team realizes there is a critical need to ensure ongoing curriculum review based on current District student achievement results on PSSA and Keystone data. Through review of the most recent PSSA, Keystone and PVAAS data, the District has emphasized a focus on mathematics.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Penn Hills has identified a 4 year curriculum cycle, where specific content area's scope and sequence, and curriculum alignment to PA core is reviewed monitored and evaluated. The District is currently aligned and is implementing the common core standards in all core subject areas. The curriculum has planned units of instruction with objectives, materials, resources and common assessments to measure student understanding and progress. The District administration team realizes there is a critical need to ensure ongoing curriculum

review based on current District student achievement results on PSSA and Keystone data. Through review of the most recent PSSA, Keystone and PVAAS data, the District has emphasized a focus on mathematics.

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

This narrative is empty.

Modification and Accommodations

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

This is a systemic area of need in the Penn Hills School District. The District comprehensive plan addresses this need as we work towards consistency K-12 in facilitating and adapting course content and alignment to best serve each student's IE.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators
- Building Supervisors

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

The Penn Hills School District has developed a universal walk-through tool based on Danielson's Framework of Teaching, specifically Domains 2 and 3. In addition we have developed an expectation K-12 that each professional staff member will receive a minimum of four walk-throughs annually; one walk-through each grading period. District administrators are using an electronic version of this tool for data collection to identify instructional strengths and weaknesses. Data collected through this tool will be used to guide professional development opportunities for staff.
The District is currently using Tower Metrix, an electronic evaluation tool for all professional staff. Plans to include all District support staff on this system for future evaluations is currently being addressed.
The tool allows both administrators and teachers to collect evidence on the domains of Charlotte Danielson's Effective teacher evaluation and collect and house communique with families, administrators and colleagues. In addition, Tower Metrix allows the individual

teacher and assigned principal the ability to share with each other their student learning objectives (SLO's) and data comprised to meet their goals.

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

Although the District employs department chairs and instructional coaches who provide instructional support to staff based on classroom demonstrations, their position does not allow access to individual teacher lesson plans. Plans are shared based on need and supervisor and bargaining unit agreement..

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

It has been noted that progress has been made in the implementation of these instructional practices, however, universal application is still a work in progress. Co-teaching model has supported these practices and continues to be reviewed. Differentiated instruction continues to be an area in need of support and professional growth.   Differentiation in terms of the student occurs in greater than 50% of the time; however there is still work to be done from a readiness standpoint, especially from a culturally responsive perspective.

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

It has been noted that progress has been made in the implementation of these instructional practices, however universal application is still a work in progress. Co-teaching model has supported these practices and continues to be reviewed. Differentiated instruction continues to be an area in need of support and professional growth. Differentiation in terms of the student occurs greater than 50% of the time; however there is still work to be done from a readiness standpoint, especially from a culturally responsive perspective.

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 50% or more 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 50% or more of district classrooms

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

It has been noted that progress has been made in the implementation of these instructional practices, however, universal application is still a work in progress. Co-teaching model at the middle school has supported these practices and continues to be reviewed. Differentiated instruction continues to be an area in need of support and professional growth.

There is an identified need for implementation of differentiated instruction in the classrooms. The instructional coaches will serve as mentors to provide assistance and modeling for staff who have been identified through lesson plan review as needing assistance in differentiated instruction. Differentiation in terms of the student occurs less than 50% of the time and there is still work to be done from a readiness standpoint, especially from a culturally responsive perspective.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 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 50% or more of district classrooms

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

It has been noted that progress has been made in the implementation of these instructional practices, however, universal application is still a work in progress. The co-teaching model at the high school has supported these practices and continues to be reviewed. Differentiation in terms of the curriculum is now a regular practice, particularly in regards to content and assessments. Differentiation in terms of the student occurs less than 50% of the time and there is still work to be done from a readiness standpoint, especially from a culturally responsive perspective.

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.

Employment and Hiring Practices:
Penn Hills School District mission is to recruit and select the highest quality of personnel through non-discriminatory hiring practices. All professional and non-professional positions are recruited through a publicly posted process both locally and statewide. Applicants have the benefit to view our website for position vacancies and others postings that reach out further throughout the state and nationally for qualified applicants.

Candidates invited for interviews are selected from criteria designed position job descriptions that ensure equal employment opportunities. Applicants are invited to interview before a panel of interviewers that consist both of administration and professionals that represent the position vacancies. Selections are made from objective criteria and the finalist is presented to the Superintendent and Board after reference checks and all related clearances are performed.

Assignment of most effective teachers to meet the learning needs of students:

The District will continue to employ an equity plan that places teachers with more experience in the most at-risk classrooms. However, the District has had very little need to recruit due to declining enrollment and building consolidation. Administrators, along with a team of professionals, review student data to determine the most effective placement at all grade levels to ensure student success,. This includes intervention placements, as well as enrichment opportunities for students. The District is currently at 100% highly qualified staff assignment and continuously works to maintain that level.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.50	5.50	5.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated

Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
Keystone Exams			X	X
Local Common Assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Dibels Next	X			
MClass Math	X			
SRI	X	X	X	X
Local Benchmarks	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
exit tickets, progress monitoring, response cards, white boards, Collins Type 1 & Type 2 writing, CPS clickers	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Dibels Next	X			
CDT	X	X	X	X
MClass Math	X			

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

We continue to use curriculum teams that are comprised of grade level teachers, instructional coaches, and administrators to review and create assessments that align to to PA Common Core Standards. This is an ongoing process and is updated each summer based on teacher feedback.

Development and Validation of Local Assessments

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

N/A District uses Keystone as Graduation requirement.

Collection and Dissemination

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

The District has been working with the EdInsight Data Instructional Management System which has a module called the DataAnalyzer which creates custom data reports for administrator and teacher use. The District has also created a uniform data collection template to lead student discussion in relation to goal setting based on common assessments and CDT data. At the elementary level, the data coach collects, analyzes assessment data and disseminates performance measures to the building principals and instructional coaches. The information from these reports is reviewed with the grade level teams and individual staff to support instructional decision making.

The middle and high school department teams, along with administrators and data coach, meet once monthly to discuss academic needs and identified deficits from data results. Information from the data retrieved will also be used to identify student needs during intervention and enrichment periods.

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 will analyze student data to determine mastery of each of the identified standards. Content will be built into the curriculum to address those students that have not yet reached mastery of each identified standard.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Assessment results will be disseminated and reviewed by teachers after each common assessment during common planning time. At this time, teachers will analyze class results and share highly effective instructional strategies used to bring their students to mastery of

identified standards. Teachers will then address the needs of students that have not reached proficiency by implementing strategies shared through teacher discussion and research of professional accepted best practices.

Teacher common planning time will also be used to develop standard-aligned instructional unit plans.

Information from ongoing formative assessments will be used to monitor student progress toward mastery of identified standards.

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

The District addressed all strategies selected.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
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				

Provide brief explanation of the process for incorporating selected strategies.

The District disseminates information concerning both preparing for and results of summative assessments through building presentations at school board meeting, district website, newsletters, and other communication tools listed above. In addition, student achievement growth evidenced through PVAAS is of notable mention and shared with the public.

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

During this comprehensive planning period, course planning guides will be developed to share with parent in a user friendly format. Parent engagement in the learning process will be a focus for the District and providing a grade/content specific guide will support this effort.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The District continues to provide struggling academic and behavioral students with the supportive services required to meet success. Every building has an identified team, Solutions team (ESAP) at the elementary, and Student Assistant Program (SAP) teams at the middle and high schools. The teams, consisting of administrators, teachers, school counselors, home and school visitors/social workers, and instructional coaches all meet weekly to address the barriers to learning for identified students. Family Services assists the team in working with mental health and drug and alcohol issues. Interventions are planned and recommendations for parental support to address the behavior, social and emotional issues impeding the students' ability to make academic progress are addressed and documented.

In addition, each building has identified intervention strategies for struggling students. The elementary offers 90 minutes of both reading and math daily. Flexible grouping is used to support small group instruction; instructional coaches and reading specialists are available to provide specific supports. At the middle school students in grades 5 and 6 are provided a double reading and math period to allow for small group instruction for students not achieving academic targets/standards. The 7th and 8th grade students participate in flexible grouping in math, reading and language arts during an intervention/enrichment period as identified by student achievement data. The teachers administer a preassessment and then assigning flexible groups based on feedback from this data. Students are progress monitored for two weeks and then complete a post assessment. Instructional needs identified from the assessment data are used to design the flexible groups again.

The high school provides semester remediation classes, as required by Chapter 4 in the content areas of Biology, Literature and Algebra I.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management				
Peer Helper Programs				X

Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X		X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

The District has a variety of programs and practices to ensure safety and security at all three buildings. Each building has developed its own unique school wide positive behavior system to provide a safe learning environment for students. In addition, the District received grant funding from the Safe School initiative for a School Police Officer in the 2014-2015 school year which will continue for the following school year.

Identifying and Programming for Gifted Students

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

Identifying Gifted Students:
Across all grades, a Child Find process is in place that awards points for student achievement and classroom performance based on a Child Find Matrix. For Level 1 in grades K-3, teachers complete a rating form for all students. For Level 1 in grades 4-12, PSSA scores and GPA are used to determine cutoff levels. If a child obtains the necessary points on Level 1, he/she is advanced onto Level 2, which includes a brief intellectual assessment and a parent completed rating scale. If a student obtains the necessary points though Level 1 and Level 2, he/she is referred for a gifted evaluation (Level 3). The guidance counselor distributes the necessary documents including the consent form, parental rights and parent questionnaire to the parent. Once received, the school counselor then has the classroom teacher complete a teacher questionnaire and rating scale. Once collected, the referral packet is sent over to the special education department to be assigned to a school psychologist. At the both the elementary and secondary levels, parents can request a gifted evaluation at any time. Due to assessment validity, second requests for evaluations can be conducted no less than one year from the date the assessments were previously administered. At the elementary level, this request is made to the school counselor and at the secondary level it is made to the gifted coordinator. The school counselor/gifted coordinator sends out the necessary documents including the consent form, parental rights and parent questionnaire to the parent. Once that documentation is

received, the school counselor /gifted coordinator then has the classroom teacher complete a teacher questionnaire and rating scale. Once the teacher forms are collected, the referral packet is sent over to the special education department to be assigned to a school psychologist.   In order to be considered eligible for gifted support, students must earn the necessary points on the School Board approved Gifted Multiple Criteria Matrix. The school psychologist administers the intelligence and achievement tests, enters the data collected on the matrix and prepares the Gifted Written Report.

Gifted Programming:

The elementary gifted students are provided enrichment to supplement a gifted student's regular classroom experience by promoting higher thinking skills in a small group setting. The students receive enrichment through pull-out or push-in sessions with the gifted coordinator. In addition, the students attend in-house programs which may include, but are not limited to, guest speakers, essay contests, reading enrichment, mentoring buddies, and academic competitions. The goals of the program are addressed through themes designed to foster higher level thinking, the creative process, decision making/problem solving ability, and advanced communication techniques. The classroom teachers and gifted coordinator work together to extend and enrich the curriculum.

At the middle school, the eligible students work with the gifted coordinator and the classroom teachers to meet the students' individual needs. The students receive enrichment through pull-out or push-in sessions with the gifted coordinator. The students' needs may include, but are not limited to, differentiated instruction in the regular classroom, supplemental materials, the provision of alternate assignments, self-directed projects to enrich the curriculum, student-centered curriculum, participation in small group activities, accelerated learning opportunities and wait-time activities. The gifted students also receive opportunities to participate in academic events and competitions outside of the regular school building which include in-house workshops with the gifted coordinator to prepare for the events. In addition, there are opportunities for special interest field trips to enrich their knowledge and curriculum.

The gifted support program at Penn Hills High School includes enrichment opportunities, academic competitions, and volunteer experiences. Examples include apprenticeships and museum field trips. In addition, students participate in a variety of trivia and content specific academic competitions. Furthermore, students are exposed to the nature and benefits of volunteering. Opportunities to teach and mentor our district's elementary aged students are also provided through our FLITES program.

Additionally, the gifted support program at the high school provides test preview, planning, and preparation consultation. Preparation sessions and workshops have been designed and coordinated to meet the specific needs of our district's gifted population. College search, college application, and post high school planning sessions are also offered.

In order to stimulate and encourage our students' post-high school planning, the high school gifted support curriculum focuses on the following grade specific themes and topics.

- 9th Grade -- *Just Getting Started*: getting a perspective of what you need to accomplish in high school.

- 10th Grade -- *Make It Count*: understanding transcripts and test scores.

- 11th Grade -- *Establishing A Plan*: making an effort to convert your ideas into plans

- 12th Grade -- *The Beginning of the End*: where are you, where should you be, where are you going.

High school gifted support students are free to determine their own level of involvement / interaction in the planned programs and activities.
Professional development will be provided to staff responsible for instruction to the gifted learners at least once every two years. Professional development can be delivered in a variety of ways including, but not limited to, webinars, resources, teachers sharing ideas and strategies for gifted learners, teachers leading training workshops, mini book talks, and teacher reflection on current gifted information.

Developmental Services

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

Individual student planning, intervention and other supports are developed for students identified through the MTSS process

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
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
District employs its own ESL teachers to support student needs.				

Explanation of consultation and coordination services:

ESL support:
A home language survey is provided to every applicant during student registration. If a language discrepancy is identified by having a different home language other than English the ESL teacher meets with student and conducts an interview then we administer the W-APT screening test . If the student receives a 14 or below on the W-APT exam they are placed in the districts ESL program.
Students are serviced daily by district ESL teachers during their ELA time, length is determined by the score on the W-APT based on level of need. The district uses a language acquisition program from National Geographic to support student learning k-12. If students are not mastering the standards additional supports/interventions are provided to child such as tutoring opportunities, intervention classes during the school day, additional supports from ESL teacher to classroom teacher. In order for the student to exit ESL services they must receive a meet the 3 following criteria a C or better in core classes, basic or above on PSSA or Keystone exams and 5.0 on the Access test.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings				
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				
School Calendar	X	X	X	X
Student Handbook				

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Monthly

High School Level

- Quarterly

Collaboration for Interventions

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

The District implements co-teaching models at all grade levels. Regular education and special education teachers work collaboratively to provide services to all students in the inclusive setting. In addition, pre-referral monitoring and intervention begins within the classroom, where teachers monitor students based on grade-level behavioral expectations and academic standards. If a student is not performing in accordance with classroom expectations, as verified by data, the teacher devises interventions and documents outcomes. At the elementary level, there are 90 minute math and reading instructional periods. Students are grouped based on specific data driven needs. The intervention groups change as the student progresses.
At the secondary level, the middle school also offers double periods of math and reading in 5th and 6th grades to implement small group instruction. The 7th and 8th grade students participate in flexible grouping in math, reading and language arts during an intervention or enrichment period as identified by student achievement data. The teachers administer a preassessment and then assigning flexible groups based on feedback from this data. Students are progress monitored for two weeks and then complete a post assessment. Instructional needs identified from the assessment data are used to design the flexible groups again.

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

The District is part of a collaborative early intervention team with neighboring districts as part of the AIU Early Intervention Program. The collaborative team informs parents of the importance of early intervention, community resources that are available to them and assists them with registering for kindergarten. The District currently has a Kindergarten Transition team annually develops a transition plan for the upcoming school year. This plan involves collaboration with local preschool providers. This Preschool Partnership goal is being addressed by our Preschool Partnership quarterly meetings. The intention for this to form more intimate relationships with the preschool and early learning providers that service the children/families in the Penn Hills School District area. Programming will include discussions with District kindergarten teachers, display of curriculum resources and any training needs requested by the providers.

The Penn Hills School District offers its own PreK early intervention program which is free to eligible Penn Hills children. The children are screened as part of a ranking system used to determine placement into the program, as spaces are limited. The children who demonstrate the most need for early intervention are placed at or near the top of the list whereas those children who appear more ready are placed toward or at the bottom of the list. The two classrooms fill very quickly and the remainder of the children is placed on a waiting list. The PreK teachers are certified district teachers who collaborate with the elementary teachers on a regular basis in order to best prepare all of the students for kindergarten. The PreK curriculum is aligned to that of the district so that all PreK students are ready to enter kindergarten.

Kindergarten registration dates have been scheduled with earlier dates to accommodate and support parent needs. During the months of March and April, preschool students and their parents will have the opportunity to participate in Fun with Math, and Reading and the Arts nights.

The school district is a grantee of the PDE 21st Century Learning Community which provides an afterschool program to district middle school students. This program "MORE Magic in the Middle" offers students in grades 5-8, a broad array of activities designed to reinforce and complement the regular academic program. In addition, Title 1 funds provides after school tutoring for 3rd and 4th grade students in math and reading. The PreK-2nd grade students are provided a summer reading camp opportunity.

Partnerships with local universities, and businesses are currently being explored to provide STEM and career enrichment opportunities across the District.

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.

As part of the AIU consortium, special education services for preschool children are handled through the DART program with the AIU. As children are screened for the Penn Hills PreK program, parents are asked about previous services that have been provided by the AIU's DART program. Those children who already have been identified and have an IEP in place receive consultative services from the AIU to ensure that the child's needs are being met while placed in a regular education classroom. PreK students who display a need for behavioral or learning support are observed by the AIU and a plan is created in order to meet the needs of the child. The parents, PreK teacher, elementary principal and guidance counselor, AIU staff member and the Title I Coordinator meet to discuss what procedures or adaptations can be put in place so that the needs of the child are met. The AIU staff member observes the student on a regular basis and consults with the classroom teacher, offering suggestions and feedback to increase the child's successes in the classroom.

The AIU also provides speech screenings and services to the PreK students as needed. The screenings are generally completed within the first 3 weeks of school and parents must provide consent in order for the AIU to complete the screening and to release the results to the school district for future reference. If children pass the screening, speech services are provided by the AIU but if a child fails the initial screening, it is suggested that they contact the AIU in order to arrange for a supplemental evaluation to determine what services may be needed.

In addition, the Director of Special Education hosts an early intervention meeting in early spring for incoming kindergarten and new students and parents. An explanation of what special education services are provided within the district and an insight given as to what parents can expect as their child enters kindergarten. This provides for a smooth transition as the children begin formal schooling within the district.

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.

N/A

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

N/A

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
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.

N/A

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

N/A

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

Provide explanation for processes used to ensure Accomplishment.

The District has a learning team in each building that addresses curriculum needs and the resources for successful delivery of content to all students. Recommendations from those teams are communicated to central adminstration to facilitate the direction of funds and materials to the building to accomplish the need.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The District has a learning team in each building that addresses curriculum needs and the resources for successful delivery of content to all students. Recommendations from those teams are communicated to central adminstration to facilitate the direction of funds and materials to the building to accomplish the need.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

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

Standards	Status
	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	Full Implementation
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	Full Implementation
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	Full Implementation
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	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms

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

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

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

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

The District's central and building administrators work collaboratively with the Professional Development Coordinator to ensure that the professional education characteristics are implemented and supported in a consistent manner. The involvement of district and building leadership in decision making has been an ongoing process based on student and teacher needs. The administrators in the Penn Hills School District function as instructional leaders. Every grade level planning at the elementary level and common planning session at the secondary level is attended by building administrators and instructional coaches.
In addition, all future professional development offerings will be consistent with the goals and strategies included in this comprehensive plan for the District. The professional development focus in the next three years is on culturally relevant instruction, and social and emotional learning. This will be integral to helping all students succeed, as well as involving the parent/guardian in the educational process. A continual move toward professional development that focuses on progressive education, whereby students are taking more responsibility for being actively involved and monitoring their own learning will be addressed.

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

An effort will be made to bring more content based professional development to the secondary division to support efforts of Keystone testing and common assessments in content areas.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/13/2013 District & Building administrators, head teachers and guidance counselors
8/21/2013 All Secondary professional staff
10/7/2013 All elementary professional staff, instructional aides, clerical , plant and food service employees

The LEA plans to conduct the required training on approximately:
8/1/2018 District administrators; clerical and plant employees, food service managers
8/21/2018 All elementary and secondary professional staff and instructional aides
9/19/2018 Food service employees

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

Questions
The LEA has conducted the training on:
9/16/2015 All Linton staff- 2 hours
10/7/2015 All High school staff-2 hours
The LEA plans to conduct the training on approximately:
4/26/2016 All Linton and High school staff-2 hours

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

Questions
The LEA has conducted the training on:
4/26/2016 District health teachers K-8

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.
- 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).

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

Starting in the spring of 2016, a professional development team to oversee professional development planning and monitoring of implementation. This team, comprised of building administrators; department chairs at the middle and high school; grade level leaders at the elementary; and data coaches will meet to development a needs assessment survey for

professional staff and instructional aides. Data reports from classroom walkthroughs will be reviewed, as well as classroom teachers "component areas of growth" identified on the Danielson Framework for Teaching classroom observation tool.

In addition, the data coaches will begin to disaggregate student data by subgroup performance on local and common assessments to identify targeted areas of instructional need. As targeted interventions are identified to support closing the achievement gap among ,differentiated professional development will be provided based on area of need. The professional development team will ensure all decision making in professional development is aligned with the District goals identified in the comprehensive plan. The professional development coordinator, who is responsible for planning and coordinating activities will facilitate this collaborative effort. Instructional coaches in the District will provide the necessary support to teachers on the implementation of professional development activities.

The District also uses the Global Compliance Network (GCN) to ensure all state required trainings are accessible and completed by all staff in a timely manner.

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

The District recognizes the need for a more cohesive and structured process to ensure professional development is applied by staff in daily instructional delivery and practice. Under the facilitation of the professional development coordinator, the professional development team will design a method of validation, which will enable staff to meet the clear expectations of the content knowledge and skills being delivered, and ensures staff is held accountable for the implementation. Also, a new evaluation protocol will be determined by this team to determine the impact professional education has on teaching practices and student learning.

The District will continue to build upon the training strategies that have been successful and support the implementation of strategies included in this comprehensive plan.

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

- Inductees will know and understand Danielson's Framework for Teaching and the Educator Effectiveness System, including SLO's (Student learning Objectives), and their commitment to this process.

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

The professional education committee has revised their **First "STEPS"** (Soaring to Excellence through Professional Support) **New Teacher Induction Program** for all new hires. The District's Induction coordinator, along with the building administrators is responsible to ensure that inductees successfully complete the program. The principal's role as instructional leader is to organize the new teacher's orientation to the building and facilitate the mentor/mentee relationship. All the essential components of the program include the above stated goals, objectives and competencies and are introduced and supported throughout the two year process. The Induction program provides the new teacher personalized support to increase their understanding of the District's school community.

After the three day orientation to the District, inductees are given a formative assessment to determine their knowledge level of the topics to be shared throughout the first year. Penn Hills School District will provide a differentiated model for induction based on the professional needs of new staff. A new special education inclusion teacher will be provided common planning prior to the start of school with the co-teacher.

Year One- Focus on the PDE Educator Effectiveness System

o **Three day orientation prior to the start of school by the induction coordinator, building administrators, and technology coordinator**

· Welcome/Introductions/Meet your Mentor

· Share District Vision and Comprehensive plan documents

· Code of Professional Practice and Conduct

· Selected District Policies

· District Technology Programs

· Tools-mimeos, interactive response clickers, elmos, et.

· Skyward-Student Information System-grading, attendance, discipline, parent -family communication

· Intervention Resources -Solution team at elementary and SAP teams at middle and high school

· Lesson Planning/District standard based curriculum

· Classroom Assessments-local, common and diagnostic

· Meetings with specific building principals

· Building Routines

· Tour of the school

· Inclusion/Special Education/504 plans and implementation

· Discuss accommodations, modification and pertinent information in specially designed instruction of IEP's

· Special education law

o　　　　Preparations for the first day of school

▪　　　　　　Discuss/Establishing essential classroom procedures and routines

▪　　　　　　School wide positive behavior support in assigned building

▪　　　　　　Discuss/Design lessons for the first day of school

Five after-school induction workshops

Inductees will participate in a series of professional development workshop

1.　　　　Classroom Environment -Domain 2 (August)

o　　　　　Creating an environment of respect and rapport

o　　　　　Establishing a culture for learning

o　　　　　Managing classroom procedures

o　　　　　Managing student behavior

o　　　　　Organizing physical space

2.   Communicating with Families-Domain 4 (September)

o   Teachers discuss/design plans for increased home/school communication

o   Providing resources to support parents

3.   Standards Aligned System (SAS)

4.   Accommodations and Adaptations for diverse learners

o   Teachers discuss strategies to differentiate instruction

o   Teachers design a lesson using one or more of the strategies

5.   Induction Assessment

o   Teachers evaluate the induction program and discuss their progress throughout the year.

Observation of two classroom teachers (September, November and February)

o   Teacher chooses two classroom teachers, observes them for one period/class, and completes reflection task during the observation

Classroom Visitations

o   Mentor visits the inductee's classroom for one period/class

o   Teacher completes pre and post visitation sheets with mentor

o   Induction coordinator visits teachers classroom for one period/class

o   Teacher completes pre and post visitation sheets with induction coordinator

Five hours minimum of conference time with mentor

o   Complete monthly mentor/mentee checklists

Year Two Action Research Project related to Danielson's Framework of Teaching

Observation of two classroom teachers (October and February)

o   Teacher chooses two classroom teachers, observes them for one period/class, and completes reflection task during the observation

Four after-school Action Research Workshops with Induction Coordinator

o   The first meeting is an introduction to action research and a brain storming session designed to generate ideas for the action research project

o   The steps to action research are discussed, examples are given, a project is modeled for the participants

o   Two workshops are for discussion/presentation of the results of each teacher's action research project

Two hours minimum of conference time with mentor

o   Complete mentor/mentee checklist

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

N/A

Needs of Inductees

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

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

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

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

The District's Professional Development Coordinator serves as the Induction Coordinator and ensures that all areas of the First S.T.E.P.S. Induction Program are conducted and supported with fidelity.

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

N/A

Mentor Characteristics

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

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

The District's Induction program has an established criteria for selecting mentor teachers. These individuals are tenured educators in their respective buildings, recognized for their instructional leadership and ability to successfully work with students. Mentors have similar certifications and assignments, and are appointed by the building principal. There are several incidents where the need for creative coverage is provided to ensure that the inductee and their mentor have collaboration time for both pre and post observation visits and assignments to complete. Mentors provide the instructional, professional, and personal supports to meet the needs of the first year teacher.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

Many of the above topics that are identified above are ongoing work with the inductee, mentor and peer teachers. The topics above are introduced in the program and then reinforced and practiced during teacher's common planning time and grade level meetings.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New teachers provide ongoing feedback to the induction coordinator related to their learning needs and program goals throughout the school year.
The District's Induction program will be evaluated annually and revisions will be made as needed. The evaluation will include the feedback from the inductees and mentors related to the achievement of program goals. Various mentor and inductee documentation from workshops, including mid and end of year reflective feedback will be reviewed to identify the strengths and areas of need in the program. In addition, frequent visitations to new teacher classrooms provide data to assist in revisions of induction topics and the program as a whole.

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: **727**

Identification Method

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

The Penn Hills School District utilizes the IQ/Achievement discrepancy model to identify students with specific learning disabilities. When a student is targeted as a student with learning concerns and appropriate accommodations/modifications in the regular education classroom are not proving to be successful, the student is referred for a multidisciplinary evaluation. Review of district referral data indicates that most requests for an MDE are parent generated due to poor performance/grades. In other instances referrals are made through discussions in grade level meetings and review of intervention data. The evaluation process includes classroom observations, teacher based assessments, review of grades and services that have been in place (i.e. Title 1 Reading and Math, Speech/Language Support), individually administered intellectual assessments, individual achievement assessments as well as behavior rating scales, if necessary.

Additionally, the District utilizes data to drive interventions to support struggling students. Reading and Math coaches provide academic resources to staff at the K-6 grade levels. Reading specialists, regular education and special education teachers have received training and implement tier 2 and tier 3 interventions in the area of reading and math. Intervention periods are scheduled during the school day to address areas of concern and provide appropriate leveled interventions. Data and interventions are reviewed at weekly grade-level meetings for targeted students. The District utilizes ESAP and SAP to provide behavioral resources and supports, to students and families.

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

Reported Categories as of Dec 1, 2012 Child Count

Enrollment by Disability   District   State
Autism...11.0%.................. 8.6%
Emotional Disturbance.....................................12.9%...................8.6%
Intellectual Disability (Mental Retardation)...........7.1%..................7.1%
Other Health Impairment....................................7.9%..................11.2%
Specific Learning Disability.................................41.5%..................45.4%
Speech and Language Impairment.......................15.4%..................16.0%

Review of data based on December 1, 2012 Child Count does not indicate that there are any significant enrollment differences.   The District monitors enrollment data monthly.

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 District provides all special education documentation to facilities where special education eligible students who are placed. If a student is evaluated and found eligible for services while in placement, the District is notified of eligibility and participates (when appropriate) in the IEP planning process. In compliance with 1306 and 1307 of the Pennsylvania State School Code, the Penn Hills School District accepts financial responsibility for the education of special education students while placed in the facility.

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).

PHSD shares communication with the involved agency about the process of Child Find and the district's obligation there in. As needed, permission,procedural safeguards,evaluation and potential IEP processes will be reviewed with the agency and implemented.

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 PHSD offers a continuum of special education programs and services at both the elementary and secondary levels. The district strives to ensure that appropriate placements are provided to students with disabilities in the least restrictive environment (LRE). Individual student needs are evaluated through the MDE processt. Based on the student's degree of need, participation in the general curriculum is determined by the IEP team. Progress monitoring is ongoing to ensure success in both regular and special education programs.   Regular education staff are provided with IEP summary sheets indicating modifications, adaptations and specially designed instruction for each student with a disability on their class rosters.   Special education instructional staff and related service providers are available for consultation and assistance in making modifications and adaptations to support students with disabilities in the general education environment. With recent LRE monitoring, the District has added additional trainings and procedures to ensure LRE requirements are met within the IEP process.

IEP teams consider which services each student requires based on individual student needs prior to where a student will receive a specific program or service. Current student progress, teacher evaluations, class observations, and formal and informal assessments are used to determine the type(s) of services each individual student requires. After determining student needs at the IEP meeting and after student goals are developed, the IEP team determines where the services can best be provided. The district strives to provide services in the least restrictive environment. Students who receive special education services outside of the general education curriculum for any amount of time are provided

with opportunities to interact with non-disabled peers in areas appropriate within their IEP's (i.e. resource classes, social skill activities, specific or partial academics, lunch, homeroom, etc).   During every student's IEP meeting, the team not only identifies the student's goals, but also addresses the opportunities for inclusion with non-disabled peers based on the child's strengths, needs, and goals. The team then determines when and where inclusion with peers is appropriate and how it can be implemented.   Special education teachers use the Supplementary Aids and Services handout provided by PDE as part of LRE as a guide to determine supports for individual students. The school district also works closely with APS's and other private school entities to sucessfully transition students back into the public school setting when appropriate in order to meet their needs. Students who receive services outside of the distrct are also encouraged to participate in extra curricular activities within the district with their non-disabled peers.

The Penn Hills School District makes every attempt to provide services to students of each disability group within our district programs and buildings. Students identified with intense emotional disturbance, multiple disabilities, or low incidence disabilities are often the population that require higher levels of intervention to meet identified needs. Even with these specific disability categories, the district first develops an IEP based on specific needs. During the IEP process, LRE is discussed.   As with all students, attempts are made to first support students with services, programs and resources in the regular education building. If and when all attempts of support and modifications have been exhausted, the IEP team reconvenes and begins to explore other options that may include an outside placement (either in an APS or other private school entity).

The District operates the B.E.S.T. program to assist students with behavioral interventions. Beginning in the 2012 school year, the B.E.S.T. program has been incorporated into the middle school and high school. By incorporating the B.E.S.T. program into our facilities, students can access regular education programming, if appropriate. Students enrolled in outside placements are often transfer or foster students who have been placed in these settings prior to becoming residents in the Penn Hills School District. For students who transfer in with current placement in APS or private school settings the district continues with this placement and monitors progress to determine transition options back to the public school setting.

Review of Dec. 1, 2014 Child Count data indicates that 77.2% of the district's currently enrolled special education students receive special education services in the regular school setting for 80% or more of the school day. An additional 7.9% of the district's currently enrolled special education students receive services in the regular school setting. The district reviews Least Restrictive Environment (LRE) placement at least annually during each student's IEP. Individual specific student needs drives the services provided and the best location to provide the services. The school district implements inclusive practices in all programs and in all buildings.

Data indicates about 10.5% of the district's special education students receive special education outside the district in other settings. Review of placements yielded the following breakdown: Approved Private Schools (APS), 4%; Public Center-based Schools, 1%; Private/Public 4% and adjudicated 1%. Placement in these programs is reviewed annually at students IEP meetings.

The Penn Hills School District special education department continuously monitors enrollment figures of its students identified as eligible for special education services. Students who receive special education services outside of the general education curriculum for any amount of time are provided with opportunities to interact with non-disabled peers in areas determined appropriate by the IEP team. The team determines where and when inclusion with the student's peers is appropriate. The district also works closely with APS and private schools to successfully transition students back into the public school setting when appropriate. Students who receive services outside of the district are also encouraged to participate in extra curricular activities within the district with their non-disabled peers.

The District is in the second year of participating in the "Project max" program, sponsored by PaTTan. Through this program, staff and parents of students in Kindergarten through 4th grade are provided technical support from a consultant that supports inclusive practices. Additionally, District staff received training and consultation on Inclusive Practices through stimulus funding. Keystone Educational Group, a private consulting organization provided professional development to all teaching staff, paraprofessionals and administrators. This training allowed the District to move toward a co-teaching model in all its buildings. A co-teaching model has been implemented in all buildings. The District continues to access support and training from Allegheny Intermediate Unit and PaTTAN to support and sustain this program. Each day, there is tutoring available in the IE period at Penn Sr. so that students who are struggling have a chance to get tutoring to help maintain an appropriate GPA. Individual teachers also voluntarily stay after school for tutoring. A co-taught Read 180 class is available for students with reading deficiencies.The district has implemented Keystone Remediation courses for students who did not score proficient or advanced on the end-of-course assessments. Students are scheduled in with a highly qualified teacher for a semester. Data driven instruction allows teachers to individualize instruction to provide remediation for the individual and group weaknesses.

The State Performance Plan targets listed under Indicator 5 - Education Environments include Special Education services inside the Regular Education Class 80% of time or more of the school day, Special Educaiton services inside the Regular Education Class less than 40% of the time, and Special Education services in other settings. The district has met the first Indicator 5 target, which indicates that the percentage of children who are receiving special education services for the majority of their school day are included with their regular education peers for more than 80% of the day. The district did not meet the second

or third targets. Data show that the Penn Hills School District's percentage of children included in regular education classes for less than 40% of the day and the percentage of children educated in other settings are of a higher percentage than the state targets. This difference, however, is minimal. Currently, 7% of special education students are receiving their education outside of the Penn Hills School DIstrict. These placements are data driven and are an IEP team decision based on the child's individual degree of need. All children receiving special education services are provided these services through the least restrictive envirnoment. However, in some cases, the child needs a more restrictive placement in order to be successful. These outside placement decisions are determined based on individual needs of the child including, cognitions, emotional/behavioral health, and/or medical necessity.

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 following District Policies address:

http://www.phsd.org/files/policies/pdf/Policy-1131.pdf
http://www.phsd.org/files/policies/pdf/Policy-1132.pdf
http://www.phsd.org/files/policies/pdf/Policy-1133.pdf

The Penn Hills School District's Positive Behavior Support plan contains all required regulatory components as evidenced by board policy 113.1.The LEA's PBS Policy/procedure includes research-based practices and ensures that restraints are only used as a last resort.

The Penn Hills School District's Positive Behavior Support Plan policy for Exceptional Students reflects the effective strategies, methods, and techniques that govern student positive behavior support.

Educating exceptional students who display disruptive behaviors requires a plan of action that is governed by PA rules and regulations. The Penn Hills School District's Positive Behavior Support Plan Policy for Exceptional Students consists of four levels, based on best practices and current professional research. The following guidelines will establish procedures for the development of effective positive behavior support strategies for identified students.

TIER 1

Good classroom management will include strategies that are preventive in nature.

Management of behaviors at this level does not require a positive behavior support plan included in the Individual Education Plan (IEP). Successful classroom management is a prerequisite to instruction and involves not only responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Among the various strategies emphasized are: effective teaching practices, frequent monitoring, clear rules and procedures, praise, systematic reinforcement, modeling, verbal instruction of appropriate behavior, classroom discussion and problem solving, and family involvement and cooperation. Additionally, the long-range goal of classroom behavior management should be for all students to learn to manage their own behaviors.

TIER 2

For each eligible student who does not respond to classroom behavior management strategies, an individual positive behavior support plan may need to be developed as part of the IEP to address the student's behavioral needs. The positive behavior support plan that is developed within the IEP will include positive behavioral supports and reinforcement systems. Interventions and strategies shall be least restrictive and delivered in accordance with Pennsylvania regulations. The positive behavior support plan should include appropriate techniques that are conducive to the development and maintenance of skills, which would remove barriers to the student accessing a free appropriate public education (FAPE). Potential causes for the behavior problems should be reviewed and addressed as part of the development of the positive behavior support plan.

A functional behavior assessment will be conducted at the discretion of the IEP team prior to the implementation of a positive behavior support plan.

The functional behavior assessment will include:

1.   The target behavior.

2.   The setting in which the target behavior occurs.

3.   Antecedents to the target behavior.

4.   Instructional and social consequences resulting from the target behavior.

5.   A hypothesis for the function of the target behavior.

6.   Positive replacement behaviors for the target behavior.

7.   Strategies to teach replacement behaviors.

TIER 3

Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive interventions.

The use of verbal techniques to de-escalate inappropriate behavior.

Non- Exclusionary De-escalation area may be used to extinguish external stimuli so the student may regain emotional composure.

Exclusionary De-escalation area may be used to extinguish external stimuli so the student may regain emotional composure.

Non-violent physical crisis intervention to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that is a clear and present danger to him/herself or other students or employees, and only when less restrictive measures and techniques have proven to be less effective. The use of Non-violent physical crisis intervention to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of Non-violent physical crisis intervention may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.

When a Non-violent physical crisis intervention is used, the following procedure will occur; the incident should be documented using the Non-violent physical crisis intervention Report, the parent will be notified of the incident as soon as possible by the school principal, a meeting will be convened with parent within 10 school days, school representatives and other appropriate agencies to develop a plan for the student's return to the classroom.

NOTE: Prone restraints are prohibited and may not be used at any time.

The district has a certified CPI instructor who is able to train personnel within the district. The program emphasizes the Care, Welfare, Safety and Security of all involved. The training focuses on the following points: 1. Crisis Development Model and the Appropriate Staff Responses 2. Use of non-verbal techniques which can help in preventing certain acting-out behaviors. 3. Using verbal intervention techniques to de-escalate behavior. 4. Making use of the CPI Personal Safety techniques to avoid injury if behavior escalates to a physical level. 5. Making use of non-violent physical crisis intervention techniques as a last resort due to an individual's dangerous behavior. 6. Using Postvention after a crisis with both the acting-out individual and staff members as a step toward preventing future crisis.

As evidence that personnel are authorized and trained in Crisis Prevention Intervention procedure, sign-in sheets are maintained by the district in order to award staff Act 48 hours, CPI certification and ensure issuance of certification cards. There is a team of individuals with CPI certification at each of the buildings in the district. These individuals belong to a crisis team which implement the PHSD crisis model. The PHSD Crisis Model is used in emergency situations for behaviors that present a clear and present danger to the student or others. It outlines the components of positive behavior support that are utilized to address student's problem behaviors. The PHSD crisis models includes interventions such as: ensuring the safety of student and other students, notifying parent and requesting that he/she comes to the school , notifying the police, notifying RESOLVE, calling emergency services and ambulance, Non-violent physical crisis intervention by trained staff which may

include TIER 3 techniques.

Aversive Techniques
The following aversive techniques of handling behavior may not be used in educational programs:
1. Corporal punishment.
2. Punishment for manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern under 22 PA Code Sec. 14.143 (a).
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Methods which have not been outlined in the agency's plan.

Additionally, the Penn Hills School District teachers and staff have been trained on School-Wide Positive Behavior Support and the Olweus Bullying Model.
Apart from the individualstudent and the school-wide approach,additional behavior supports include group counseling for targeted and/or preventive efforts.Examples of group counseling across the district include the following: Students Assistance Program (SAP), Social Skill Lunch Bunch, Stop And Think, and Bee Your Best. Students are also able to access individual counseling via our counselors and psychologists in the district,along with their respective interns. The district also has a cooperative agreement with Family Services of Western Pennsylvania for the provision of private mental health services in the schools, whereby a menatl health therapist is present in PH schools for individual treatment sessions.

The district has established positive relationships with outside providers, Allegheny County agencies and mental health providers and this collaboration assists in the provision of appropriate services for students. The district works closely with the Family Services of Western Pennsylvania through our Student Assistance Program. Allegheny County Office of Behavioral Health, Children and Youth Services, Kids Voice, and other mental health providers. Additionally, the district has employed a licensed social worker/home school visitor who is available to provide support to students for each of the District's buildings. At the secondary level, SAP is coordinated through the liaison to conduct screenings and make referrals as necessary.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Penn Hills School District has not had difficulty ensuring a Free and Appropriate Public Education (FAPE) to any student identified as eligible for special education services. The District offers a continuum of services in order to provide appropriate programming to meet diverse needs of all our students. The District is committed to provide quality special education programs to the maximum extent possible, while providing educational benefit with non-disabled peers in the regular education setting.

Currently, the Special Education Central Office staff work with IEP teams to locate educational placements for hard to place students with disabilities. Both district personnel and outside placement agencies have participated in establishing an effective problem solving approach. Encouraging the active participation of agency personnel working with individual students assists the district in developing positive relationships. The result of this networking is that the district then can request outside agencies assistance in resolving student placement issues and locating placements should the situation arise.

Student's caseworkers and representatives from Mental Health/Mental Retardation, Children Youth and Families, and Juvenile Justice Agencies are active participants in the IEP process. The school district provides information to parents on how to access these agencies for support and services. The school district will continue to work collaboratively with these agencies by encouraging participation in IEP planning, programming and transitioning to adult life. Representatives from the Allegheny Intermediate Unit DART Program for Early Intervention actively participate in the transition from Early Intervention to school age programming. Representatives from Allegheny Intermediate Unit are also available to assist should the district has difficulty placing a student. In instances when a student is in danger of not having an appropriate placement, the District notifies the AIU Interagency Coordinator, to ensure that all possible agencies are at work on behalf of the child and to reinforce and support District efforts to meet the educational needs of the child. The District also contracts with outside agencies to augment our local resources for meeting student needs when student needs surpass what the District can provide. In addition, representatives from the Allegheny Intermediate Unit DART Program for Early Intervention actively participate in the transition from Early Intervention to school age programming. The school district will continue to work collaboratively with these agencies by encouraging participation in IEP planning, programming, and transitioning to adult life.

The Penn Hills School District plans to continue to work with outside agencies to provide quality and effective programs and services to all students identified eligible for special education services. The district strives to provide programs to meet the individual needs of all disabled students and our staff is accepting of any student assistance available from outside agencies. As the needs of students become increasingly more complex, the resources and skills of personnel from multiple agencies is necessary for student success.

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 Penn Hills School District is committed to providing quality special education programs and services. The District provides a continuum of services to identified eligible students and has special education programming in all of its schools, with designated sites for specific specialized classrooms in the elementary division. The school District uses a proactive approach to resolve individual and systemic issues, especially with programming and compliance. The district has a special education coordinator who provides technical support, assistance and ensures compliance for all eligible students. The special education coordinator provides on-site pragmatic support to administrators as well as staff to ensure compliance with all state and federal regulations. The District also divides services of three school psychologists who work with building teams. In addition, the District has a transition coordinator whose main responsibility is to assist students transitioning to post-secondary education or training. The transition coordinator also seeks out, secures and places students in the community in job experience and training sites.

COMMUNITY OUTREACH
The District is committed to developing and maintaining close ties with parents and the community. The school district co-hosts a variety of activities, including parent workshops, which provide information and training to parents. Parents are provided with updates, informational material and opportunities to attend in-service training.

PROFESSIONAL DEVELOPMENT
The District offers a comprehensive professional development program to ensure continuous training for all employees. Training is provided during regularly scheduled professional development days. In addition staff can choose to participate in summer workshops. Ongoing specialized training is also available should staff require immediate training to meet the needs of a specific student. Staff is afforded the opportunity to attend various seminars and trainings offered through PaTTAN and the Allegheny Intermediate Unit. All District staff, including instructional aides and bus drivers are encouraged to participate in these worthwhile and informative programs.

COMMON PLANNING TIME
The District provides common planning time at both the middle school and high school. During this time, content area teachers meet with data coaches and administrators to review data and identify specific needs of students.   At the elementary schools weekly grade level meetings occur to review data and identify need for interventions.   At all building levels, pre-referral monitoring and intervention begins within the classroom, where teachers monitor students based on grade-level behavioral and academic expectations. If a student is not performing in accordance with classroom expectations, as verified by data, the teacher devises interventions and documents outcomes. At the elementary level, 45 minutes a day are set aside for reading interventions/enrichment and 30 minutes for math. Students are grouped based on specific data driven needs. The intervention groups change as the student progresses.

INCLUSION
Regular education and special education teachers work collaboratively to provide services to special education students in the inclusive setting. The District has moved to a co-teaching model at all grade levels. Ongoing progress monitoring allows staff to determine specific student needs, allows feedback for remediation and ensures student progress. Inclusive programming increases the social development of students with disabilities, as well as teaching differences and tolerance to our regular education students. Students with disabilities are partnered with typical peers to provide opportunities for students to develop skills and engage in special events, and school and community activities. The District has participated in the state initiative "Project Max " program for the past 2 years. This program provides support to staff, parents and students as it supports inclusive practices for students with disabilities in Kindergarten through 4th grade. High school students have the opportunity to participate in vocational training, job shadowing and work experience.

BEHAVIORAL SUPPORTS
The District has 3 home school visitors/social workers to assist staff working with students and developing behavior support plans for our more challenging students. Students recommended to receive supports through the socila workers participate in weekly groups that provide strategies for developing appropriate social and behavioral skills. Watson Institute provides consultation services to the districts' seven autistic support classes. Watson also provides consultative services to Learning Support teachers, Life Skills Support teachers and regular education teachers who have AS students on their rosters. These consultative services not only provide technical support and assistance to staff, they also provide ongoing professional development by offering on-site training.
The B.E.S.T. (Behavior, Emotional Student Training) program, now in its eighth year, was developed to address short-term behavioral needs of students in grades 6-12. The program addresses several objectives: 1) Students transitioning from placement in private, approved private or juvenile facilities would enter B.E.S.T as a "stepping stone" to the public school and 2) The B.E.S.T. program is also used as an alternate placement for students who

were removed from the public school setting for disciplinary reasons. Students receive instruction using District curriculum to provide consistency when transition to the public school occurs. Prior to the 2011-12 school year, B.E.S.T. was housed outside of our school buildings.   This was an LRE concern and addressed in the reconfiguration of the new buildings. Currently, one B.E.S.T. classroom is housed at the middle school and two classrooms are housed at the new high school building.

Additionally, as a method of decreasing out of school suspensions as a consequence for not following the District's Code of Conduct students may attend a Saturday Morning Workshop.   The purpose of the workshop for students is:

· 	Self-awareness training.

· 	Methods for positive communication and conflict resolution.

· 	Knowledge, tools and resources for Drug & Alcohol addiction, Domestic Violence, and Mental Health.

9TH GRADE ACADEMY

Penn Hills High School offers a 9th Grade Academy program for 9th graders. The program lasts throughout the year and begins with a 9th grade transition program in August. Incoming 9th graders are invited to attend to get to know the school building, some of their teachers, and participate in team-building activities. This is an all-inclusive event and supports are provided for students with disabilities. The capstone of the program is a "Begin with the End in Mind" college visit. Students have the chance to visit several local colleges and universities. At each school, they are given advice and tips on how to be successful in high school. From the beginning, the High School staff tries to give all students the tools necessary to be successful.

CDT

As a progress monitoring tool, the CDT is used to prepare students for the next round of assessments.The Classroom Diagnostic Tool (CDT) is administered 2-3 times per year in grades 5-10. The CDT allows classroom teachers to view individual students' strengths and weaknesses, along with a group progression.

In grades 5-10, Algebra I, Biology, and English II, students take the CDT 3 times. In the Keystone remediation classes, students take the CDT twice. The CDT individualizes questions based upon student responses. For instance, an 8th grade student starts off with 8th grade standards and it adjusts the questions accordingly based upon accuracy. The test automatically adjusts questions to provide the teacher with information about the background skills necessary to do grade level standards. For instance, in order to do the Algebra I standard of compound probability, the student needs to understand the 7th grade standard of probability. If the student struggles, then it will alert the teacher that it is a background standard that is necessary to be successful with the Algebra concepts. Teachers are provided data time to look at the data and adapt instruction accordingly. Teachers are encouraged to provide remediation to individual students to provide them with an opportunity to be successful. The CDT data provides very detailed standards for

teachers to pinpoint weaknesses. Standards are drilled down to a 1st grade level, so even students with IEP's who struggle with the grade level standards can still be given the opportunity to show growth.

After each implementation of the CDT, teachers meet with individual students to discuss their results, their strengths/weaknesses, and provide them with an opportunity to create and monitor goals.

If students do not successfully demonstrate proficiency, they will have to complete a project based assessment. Because of the fact that this is a new rule for the Class of 2017, the district is still working out details on how the project based assessment will be implemented.

In addition, a student who was close to the cut-off proficiency score might elect to do an online remediation course. Parent approval is needed, and progress monitoring is implemented through guidance and the cyber coordinator.

SPEECH AND LANGUAGE

The Penn Hills School District provides speech and language services to all students in need from the elementary through high school. Speech and Language Pathologists (SLP) provide specially designed instruction to students whose impairment of language, voice, fluency or articulation is present to such a degree that academic achievement is affected and the condition is significantly debilitating to the student ranging from articulation (sound production errors) to students with more complex areas of need. Services include speech-language screenings, diagnostics, meetings with the IEP team to report evaluation results and develop an educational plan based on those results, and management (provide therapy) of communication problems.

The Speech and Language Support Program offers a variety of specialized services on a continuum to include kindergarten and referral screenings, school age and transitioning early intervention evaluations, provides consultation and direct therapy, and provides strategies and materials that can be implemented at home by the parent. Students are identified for possible speech-language support services through the screening process or a referral by an educator or parent.   Direct therapy is provided on a continuum to include individual, small group, inclusion (the SLP pushes in to the classroom to provide services), and consultative services. The SLPs utilize a variety of materials including iPads, assistive technology devices based on an assistive technology evaluation, language and articulation materials, and strategies for voice and fluency.

The speech-language team continues to show improvement through continued professional development opportunities, exploration of the use of technology for more efficient data collection methods, current evaluation materials, and delivery of speech services.

PROJECT MAX

The District is in the second year of participating in the five year Project MAX Educational Initiative. Currently, five K- 4 classrooms with students who are receiving Life Skills Support services, Autistic Support services or Learning Support Services participate in Project MAX. In addition to the regular education teachers and special education teachers,

we also have two speech language therapists involved in the initiative.

The Project MAX Practice Profile provides clear and measureable elements and descriptions of what maximizing access and learning for students with complex instructional needs looks like across **six areas of practice**
including:

· Leadership

· Curriculum, Instruction and Assessment

· Least Restrictive Environment

· Individualized Student Supports

· Family and Community Involvement

· Collaboration and Problem Solving

Although Project MAX focuses on students with complex instructional needs, the tools and protocols that are being developed and implemented have great potential for impacting the delivery of standards-aligned instruction for the broader group of students with disabilities in Pennsylvania schools. In fact, other classrooms in our District, not specifically a part of the Project Max Initiative, have been able to benefit from training related to the program.

KINDERGARTEN SCREENING

Our Kindergarten screening procedure is designed to assess early reading readiness and math readiness skills. It is an individually administered assessment containing a total of 13 performance-based questions. After the assessment, the results are shared with the parents. Practice materials are provided to the parents in order to help to build weak and/or missing skills. Parents are also encouraged to provide additional information regarding the child's learning strengths, needs, and educational history. Based on the results of this assessment, our kindergarten staff can design instructional groups and necessary supports for individual students. We also utilize assessment results to appropriately place students into classrooms.

EARLY INTERVENTION

Penn Hills School District partners with the AIU DART program to ensure that the district is notified and aware of students that are receiving special education services through early intervention. Throughout the school year, district staff attends early intervention meetings in order to meet parents and discuss district services that are available. In February the district holds an Early Intervention meeting with parents to discuss the transition for students from early intervention to school age. At the meeting, parents have the opportunity to complete the Intent to Register form, Kindergarten registration packets and ask questions pertaining to their child's transition to school.

As students register for kindergarten, the special education department is notified so that

the students' early intervention files can be reviewed and Permissions to Reevaluate can be sent home. Reevaluations assist the district in determining which students meet special education school-age eligibility criteria and the types of supports and related services that are needed. Parents are sent letters reminding them to register in order to ensure that any necessary supports are put into place for the start of the upcoming school year. In addition, the district consults with DART staff in order to encourage parents to register for kindergarten.

Moving forward, the district would like to strategize ways to connect with parents so that they understand the importance of registering in a timely fashion and returning the Permission to Reevaluate. One idea that has been discussed is holding individual meetings with parents (in addition to the group meeting in February) to discuss the transition process. In this forum, parents may feel more comfortable asking specific questions pertaining to their child.

PRESCHOOL
As part of our Title I Preschool program, students are screened in order to determine those students most at risk and in need of educational services prior to enrolling in kindergarten. While enrolled in the preschool program, preschool staff make referrals to DART to screen and evaluate students that may benefit from special education supports. For example, with parent permission, students are administered speech screenings in September. Students who are found eligible for DART services are able to be serviced within the preschool setting and DART staff consult with preschool staff to coordinate services. The Title I Preschool program also accepts students already identified as special education and works with DART staff to coordinate services.

NURSING SERVICES
The role of the nurse during the ESY program is to provide preventative services for optimal physical, mental and social growth and development. The nurse will administer any daily medications or specific treatments the student requires. Maintain health records on students electronically within the district as well as collect information on students from other school facilities outside of the district. Assist in toileting and personal care and provide first aid to injuries that may occur during the school day . Attend outside activities and attend school based field trips. Provide emergency care and treatment when necessary. Communicate with educational staff and parents as needed with student progress or issues that may arise related to health.

OCCUPATIONAL AND PHYSICAL THERAPY:

PH offers occupational and physical therapy services to the students within the school setting. The primary goal of these related services is to ensure that students are able to access their educational curriculum and environment, learn and develop life skills (e.g., school activities), be creative and/or derive enjoyment (e.g., play), and thrive (e.g., self-care

and care for others) as both a means and an end. Therapists utilize the latest treatments and equipment to promote access by helping students attain optimal occupational and/or physical performance in their student roles. This is done through therapeutic intervention as well as collaboration with the educational team.

PH makes referrals to the AUI-3 when parents and teachers are concerned with the child's occupational and/or physical needs. Referral needs may consist of but not limited to the following delays: self-feeding, dressing, play, fine motor and dexterity skills, hand-eye coordination, sensory processing skills that interfere with the child's ability to complete everyday activities, etc. The AIU-3 conducts the evaluation and determines the OT and/or PT needs. Determination and recommended interventions are based on a thorough understanding of typical development and the impact of disability, illness, and impairment on the individual child's development, play, learning, and overall occupational and physical performance.

Occupational and physical therapists provide services by collaborating with other professionals to identify and meet needs of children experiencing delays or challenges in development; identifying and modifying or overcoming barriers that interfere with, restrict, or inhibit a child's functional performance; teaching and modeling skills and strategies to children and their families to extend therapeutic intervention; and adapting activities, materials, and environmental conditions so children can participate under different conditions and in various environments.
Occupational therapy interventions may focus on: Fine motor skills, Visual perceptual skills, Activities of Daily Living or self care, Feeding, Sensorimotor activities including coordination, timing and motor planning, Sensory processing skills, Community participation & social skills, Provision of adaptive equipment, Assistive technology, Splinting / serial casting / kinesio-taping, Upper limb, upper body and core strengthening for improved participation in daily life, helping a child learn to follow 2- or 3-step instructions; helping a child develop the ability to dress independently; helping a child learn to cope with disappointment or failure; reducing extraneous environmental noise for a child who is easily distracted; building skills for sharing, taking turns, and playing with peers; and helping a child develop the ability to use toys and materials in both traditional and creative manners, etc.

Physical therapy interventions may focus on: Gross motor activities to improve motor learning and coordination of movements, intensive strengthening and conditioning programs, Implementing neuromuscular education, developmentally appropriate peer-related activities like bike riding and playground skills, de-weighting technologies for gait training, evaluate equipment needs, etc.

TRANSITION

Penn Hills School District partners with the DART program through the AIU to hold an Early

Intervention meeting with parents to discuss the transition for students from early intervention to school age. At the meeting, parents have the opportunity to complete the Intent to Register Form, Kindergarten Registration Packets and ask questions pertaining to their child's transition to school. The district then begins the registration process for the students.

Penn Hills's transition program for students with disabilities ages 14-21 provides various opportunities through their IEP.

The district employs a full-time Transition Coordinator to provide post- secondary opportunities for students 7-12 grade. The transition coordinator attends IEP meetings for 7-12 grade both in the district and outside placement to assist in developing an appropriate transition plan for students. The Transition Coordinator also facilitates meetings with OVR, The Pennsylvania Office of Vocational Rehabilitation, and all special education seniors, as a critical component of post-secondary employment or post-secondary education. OVR provides vocational rehabilitation services to help persons with disabilities prepare for, obtain, or maintain employment. OVR provides services to eligible individuals with disabilities, both directly and through a network of approved vendors. Services are provided on an individualized basis. The OVR counselor, during face-to-face interviews, assists customers in selecting their choice of vocational goals, services and service providers.

All secondary special education staff was trained in 2013 and 2014 on Indicator 13 and developing IEPs which include appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. The staff was trained by both district staff and an AIU consultant. The training involved an explanation of Indicator 13 and working with developing an appropriate IEP for transition.

The special education students in grades 9-12 have had opportunities to attend several transition community experiences. The students also participate in various pre-vocational experiences within the building such as clerical/office and building, gather teacher supplies on a weekly basis, and ground maintenance. The transition coordinator developed and implements a School to Work program "Community Connections". The program includes working with the local community and creating vocational experiences for the students. For example, the school district has aligned vocational experiences for the students with Forbes Regional Hospital; local restaurants; public library; and pet stores.

The Life Skills and Autistic Support program grades 5-12 participates in volunteering experiences with the local food bank and the Goodwill store. An Independent Living class was developed for special education students at the high school. The class includes a

rotation in these areas: cooking, laundry, minor home maintenance and skills needed for daily, independent living. Host holiday parties which they prep food, décor, invitations, etc.

The also do pre-vocational activities such as sweep the floors, wipe the counters down, turn on/off the computers in classrooms, sharpen pencils, file letters by zip code, They participate in supply room distribution, taking care of the plants in the mock greenhouse and we also take care of the fish and the fish tank in the main office. Supply room distribution is putting various supplies with teachers' names and then delivering it to the designated teacher. We also help with putting together pamphlets and books and the students also participate in shredding old documents. These are all activities within the building that we participate in that are related to job training. We also participate in bi-weekly community based outings that promote social awareness and interactions. The community based outings also provide opportunities for the students to independently navigate various local environments.

The district continues to work with local agencies to provide vocational experiences for students with disabilities. Some of the local agencies are Goodwill Industries, Eat n' Park, YMCA, Library, local grocery story, PH Elementary and Forbes Road Career and Technology Center.

The district provides students an opportunity to participate in the PAES pre-vocational program. The Practical Assessment Exploration Performance Summary (PAES) provides detailed information on the students' competitive job ability and on-going skills training needed. It also provides information on the students' independent work ability and their job accuracy.

Best Buddies Club is successfully integrated into our school and our community. It is a nonprofit organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities.

Participate in Special Olympic in the summer during ESY.

ATHLETICS

All students are eligible to participate in sports, extra-curricular, and intra-curricular activities. The following are the percentage of participants that have IEPs:

Athletics – 8% of participants
NJROTC – 18% of participants
Clubs – 11.4% of participants
Music – 4% of participants

The Penn Hills School District offers male and female sports opportunities in the Fall, Winter, and Spring. There are also non-funded Club Sports (Indoor Track, Bowling, and Fitness). Students who maintain the district's minimum GPA are included and can actively participate.

Students also have opportunities to participate in intra-curricular activities with the NJROTC program and band, chorus, and orchestra. These activities are built into the students' schedules.

Extra-curricular activities are offered including Spanish Club, French Club, German Club, Yearbook Club, Interact Club, Key Club, Snow Club, Library Club, SADD, Best Buddies, Student Council, Bible Club, and Garden Club. Each day, there is an IE (Intervention/Enrichment period) where students have the chance to meet and do activities with their clubs. After school meetings and activities also take place; but, at a minimum, students have time built into the day to be active in clubs/organizations.

The PHSD has an active chapter of the Best Buddies program. Students go on community outings/field trips where they learn important skills.

Each year, the football team volunteers with the Special Olympics.

Each day, there is tutoring available in the IE period so that students who are struggling have a chance to get tutoring to help maintain an appropriate GPA. This leads to opportunities for athletes with the NCAA Eligibility Center for college scholarships.

Assurances

Safe and Supportive Schools Assurances
No policies or procedures have been identified.

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities
There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Institute	Approved Private Schools	Multiple Disabilities	5
Children's Institute - 100% tuition	Other	Multiple Disabilities	2
Friendship Academy	Approved Private Schools	Emotional Support/Autism	8
Holy Family Schools East	Other	Emotional/Learning Support	4
McGuire Memorial - Residential	Other	Multiple Disabilities	1
New Story	Other	Autism	4
Pace School	Approved Private Schools	Emotional/Autism	3
PLEA	Other	Autism	1
Pressley Ridge - Career Development	Approved Private Schools	Autism/Intellectual Disability	1
Sunrise	Special Education Centers	Autism/Multiple Disabilities/Intellectual Disability	5
Western PA School For Blind Children	Approved Private Schools	Multiple Disabilities/Vision	6
Western PA School For the Deaf	Approved Private Schools	Deaf/Hearing	4
Pediatric Specialty Care	Other	Multiple Disabilities	1
Pressley Ridge (APS)	Approved Private Schools	Emotional/Learning Support	1
Regional Educational Support Centers	Other	Emotional/Learning Support	2
Western PA Child Care	Other	Learning Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

  Operator: School District

  PROPOSED PROGRAM INFORMATION

   Type: Position

   Implementation Date: August 26, 2015

   Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (DM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	22	0.47
Justification: Students seen on an individual basis or group by grade level							

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (MG)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	50	1
Justification: Students seen on an individual basis or group by grade level							

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (SF)	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	3	1

		are operated					

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (CZ)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	48	1
Justification: Students seen on an individual basis or are grouped by grade level							

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (LH)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 7	10	1

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (GM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	8	1

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hill Elementary School (SC)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	9	1

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (EO)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	9	1

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (MP)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	9	1

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (MW)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	1

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Penn Hills elementary School (MP)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	9	1

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (AR)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	12	1

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (KL)	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 8	8	1

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (DZ)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	9	1

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (DT)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	9	1

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills School Elementary (MD)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 10	9	1

Program Position #17 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

            Type: ClassandPosition

            Implementation Date: August 26, 2015

            Average square feet in regular classrooms: sq. ft.

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

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

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (KJ)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	45	1
Justification: Students are seen on an individual basis or are grouped by grade level							

Program Position #18 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

            Type: ClassandPosition

            Implementation Date: August 26, 2015

            Average square feet in regular classrooms: sq. ft.

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

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

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (JD)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 7	9	1

Program Position #19 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

            Type: ClassandPosition

            Implementation Date: August 26, 2015

            Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (SK)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	9	1

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School (AS)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	8	1

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School(CD)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	14	1

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary School(SK)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	9	1

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary (ML)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	1

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Penn Hills Elementary (DM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	9	1

Program Position #25 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: ClassandPosition

        Implementation Date: August 26, 2015

        Average square feet in regular classrooms: sq. ft.

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

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

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (JB)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	18 to 21	3	1

Program Position #26 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: ClassandPosition

        Implementation Date: August 26, 2015

        Average square feet in regular classrooms: sq. ft.

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

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

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (LC)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	13	1

Program Position #27 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: ClassandPosition

        Implementation Date: August 26, 2015

        Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (SO)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 20	12	1

Justification: The students range in grades 9-12 in the Autistic Support Program. Some students graduate at the age of 21.

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn hills High School (RH)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	18	1

Justification: The students in the Life Skills Support Program range in grades 9-12. Some students choose to graduate at 21 years of age.

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (AO)	A Senior High School Building	A building in which General Education	Itinerant	Learning Support	14 to 18	15	1

		programs are operated					

Program Position #30 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 26, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (AK)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	1

Program Position #31 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 26, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (DK)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	13	1

Program Position #32 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 26, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (SG)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (BF)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (SC)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	17	1

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

> *Type:* ClassandPosition
> *Implementation Date:* August 26, 2015
> *Average square feet in regular classrooms:* sq. ft.
> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (FK)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	1

Program Position #36 - Proposed Program

> *Operator:* School District

PROPOSED PROGRAM INFORMATION

> *Type:* ClassandPosition
> *Implementation Date:* August 26, 2015
> *Average square feet in regular classrooms:* sq. ft.
> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (JG)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	18	1

Program Position #37 - Proposed Program

> *Operator:* School District

PROPOSED PROGRAM INFORMATION

> *Type:* ClassandPosition
> *Implementation Date:* August 26, 2015
> *Average square feet in regular classrooms:* sq. ft.
> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (GP)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (MR)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	19	1

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (DM)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 18	7	0.64

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton (DM)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 13	3	0.27

Program Position #41 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills Elementary (DM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.09

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton (AE)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	42	1
Justification: Students seen on an individual basis or grouped by grade level							

Program Position #43 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: August 26, 2015

        Average square feet in regular classrooms: sq. ft.

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

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

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Hills High School (DM)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	25	0.43
Justification: Students are seen on an individual basis or group by grade level							

Program Position #44 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: ClassandPosition

        Implementation Date: August 26, 2015

        Average square feet in regular classrooms: sq. ft.

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

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

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Senior (BM)	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 18	10	1

Program Position #45 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: ClassandPosition

        Implementation Date: August 26, 2015

        Average square feet in regular classrooms: sq. ft.

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

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

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Senior (LV)	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 16	10	1

Program Position #46 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (KM)	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 14	11	1

Program Position #47 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Senior (SM)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	14	1

Program Position #48 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (AA)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	11	1

Program Position #49 - Proposed Program
> *Operator:* School District
>> **PROPOSED PROGRAM INFORMATION**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 26, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (PB)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	8	1

Program Position #50 - Proposed Program
> *Operator:* School District
>> **PROPOSED PROGRAM INFORMATION**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 26, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (JC)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	11	1

Program Position #51 - Proposed Program
> *Operator:* School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (CC)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	14	1

Program Position #52 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (BD)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	14	1

Program Position #53 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (JD)	A Middle School	A building in which	Supplemental (Less Than 80%	Emotional Support	11 to 12	11	1

	Building	General Education programs are operated	but More Than 20%)				

Program Position #54 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (LD)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	12	1

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (LD)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	12	1

Program Position #56 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (JD)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	9	1

Program Position #57 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (MF)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 14	7	1

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (MP)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	11	1

Program Position #59 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

    Type: ClassandPosition

    Implementation Date: August 26, 2015

    Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (AG)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	16	1

Program Position #60 - Proposed Program

    Operator: School District

PROPOSED PROGRAM INFORMATION

    Type: ClassandPosition

    Implementation Date: August 26, 2015

    Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (AG)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	13	1

Program Position #61 - Proposed Program

    Operator: School District

PROPOSED PROGRAM INFORMATION

    Type: ClassandPosition

    Implementation Date: August 26, 2015

    Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (RG)	A Middle School	A building in which General Education	Itinerant	Learning Support	10 to 11	10	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Building	programs are operated						

Program Position #62 - Proposed Program

      Operator: School District
      PROPOSED PROGRAM INFORMATION
         Type: ClassandPosition
         Implementation Date: August 26, 2015
         Average square feet in regular classrooms: sq. ft.
         Square footage of this classroom: sq. ft. (feet long x feet wide)
         Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (AK)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	13	1

Program Position #63 - Proposed Program

      Operator: School District
      PROPOSED PROGRAM INFORMATION
         Type: ClassandPosition
         Implementation Date: August 26, 2015
         Average square feet in regular classrooms: sq. ft.
         Square footage of this classroom: sq. ft. (feet long x feet wide)
         Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (KP)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	11	1

Program Position #64 - Proposed Program

      Operator: School District
      PROPOSED PROGRAM INFORMATION
         Type: ClassandPosition
         Implementation Date: August 26, 2015
         Average square feet in regular classrooms: sq. ft.
         Square footage of this classroom: sq. ft. (feet long x feet wide)
         Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Linton Middle School (DW)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	14	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
Special Education Coordinator	District	1
School Psychologists	District	3
Instructional Paraprofessional	Penn Hills Elementary School	28
Instructional Paraprofessional	Linton Middle School	16
Instructional Paraprofessional	Penn Senior High	5
Transition Coordinator	Penn Senior High	0.5
Social Worker	District	3
Occupational Therapist	District	1
Certified Occupational Therapist Assistant	Penn Hills Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Family Services of Western PA	Outside Contractor	5 Days
Nursing Services - Bus	Outside Contractor	5 Days
Watson Institute Consultation - monthly (2days/month)	Outside Contractor	2 Days
Physical Therapy	Intermediate Unit	5 Days
Orientation and Mobility	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Patterns of Systemic Challenges:

District Accomplishments

Accomplishment #1:

Elementary:

As evidenced by data results from the Common Diagnostic Tests (CDT's), 3rd grade showed growth in all areas: reading, math, and science; moving student from the lowest category to proficient and above levels.

As evidenced by the data results from the 2015 PSSA results, 4th grade science demonstrated and overall growth in the black and white subgroups; 4th grade white subgroup in ELA achieved proficiency 8 percent above the state average; and 4th grade white subgroup in math achieved proficiency 10 percent above the state average.

At the primary level, Kindergarten data results from the BOY (Beginning of Year) and EOY (End of Year) MClass Dibels Next showed a gain of 53% to 72% for students achieving benchmark and above with increased skill complexity at the EOY.

First grade data results from Dibels Next demonstrated student growth from 62%-71% at benchmark and above with oral reading fluency.

Accomplishment #2:

The District has noted a decrease in student disciplinary incidents. The supports that have been put in place through the SWPBS in the buildings and special programs; such as the 9th Grade Academy, including the Summer Transition program and the High School Sudent Forum contribute to this accomplishment.

Accomplishment #3:

The Penn Hills School District has reconfigured their cyber program, now called C.H.I.E.F.S. (Cyber High-quality Interactive Education Fostering Student Success) Cyber Academy for grades 3-12 students interested in an online setting or blended model of learning. The District has also recently secured NCAA Clearinghouse Approval. Students enrolled have the opportunity to participate in District athletic and extra-curricular activities, as well as school sponsored field trips.

Accomplishment #4:

The lack of applying safety nets for students who experience barriers academically, behaviorally, and other at-risk behaviors, attendance issues etc. had been a concern and now is progressively moving towards an accomplishment. The District now employs a home and school visitor at each building to work with students and families on attendance and other risk factors. In addition, At the elementary and middle school level, intervention and enrichment periods have been added to the student's school day. To support at-risk and repetitive behavioral issues, the District now employs alternatives to suspension at each building level.

Accomplishment #5:

The District offers extended learning opportunities for students which include: 21st Century program at the Middle School; 3rd and 4th grade after school tutoring in math and reading; and PreK-2 summer reading camp.

Accomplishment #6:

Increased enrollment in AP courses at the high school.

As evidenced by the Keyston Exams, students overall showed growth in Biology, Literature and Algebra.

At the high school level, data from the ACT scores indicated a 2 point increase from last year.

Decrease in Penn Hills students attending CCAC needing to take remediation courses.

Accomplishment #7:

The Linton Middle School staff has begun implementing an anti-bullying/anti-mistreating initiative for the 2015-16 school year. Staff worked over the summer on curriculum (Get in the Zone!) that will enhance meaningful discussions on how we expect all students to treat others. Students are being charged by their teachers to follow the TRIBE (Tolerance, Respect, Independence, Believe, Empathy) into the Zone at LMS!

Accomplishment #8:

The PHSD administrative team created a universal walk through tool for K-12 staff as in informal observation. The tool is aligned to Danielson's Domains 2 and 3 so as to keep consistent with the teachers' formal evaluations. We created the tool so that once we visit a room we can provide immediate feedback through the use of Google Docs. The data collected by the administrators will be a jumping off point for ongoing professional development determined by teacher strengths and needs.

Accomplishment #9:

The three year average from PVAAS 4th grade Reading/ELA and Math data showed moderate evidence of exceeding the standard for PA Academic growth.

Both the 2015 and three year average PVAAS 6th grade Reading/ELA data indicated significant evidence of exceeding the standard for PA Academic growth.

The 2015 PVAAS data for Keystone Literature showed moderate evidence of exceeding the standard for PA Academic growth and the three year data showed significant evidence of exceeding the standard for PA Academic Growth.

PVAAS 4th and Keystone Biology show evidence the standard for PA Academic growth was met.

District Concerns

Concern #1:

The District math data has indicated an urgent need to reprioritize the curriculum cycle to perform a needs assessment and realign the math curriculum.

PVAAS math achievement in 4th grade demonstrated moderate evidence of exceeding the standard for PA Academic growth; however 5th grade through 8th and Keystone Algebra show significant evidence of not meeting the standard for PA Academic growth in both the 2015 and three year average results.

Concern #2:

The District has realized two years of a deficient in budget, $8,904,138 in the 2013-2014 school year and projected to end the 2014-2015 school year with an additional 11,000,000 for a deficient close to $20,000,000.

Concern #3:

There is a need to analyze all District programs in 2015-2016, and to either modify or eliminate in 2016-2017 those not demonstrating objective evidence of positive impact.

Concern #4:

Dibels Next: After a review of the 2014-2015 data, the following concerns were evident:

A lack of expected growth in first grade's phonemic awareness skills.

There was no growth in second grade's retell and related skills for comprehension. This needs to be a priority focus in both curricular and instruction.

Concern #5:

Third grade overall scores on the PSSA in both math and reading did not meet proficiency. ELA student data reflects 42.7% proficient and advanced and 57.3% basic and below basic. Fourth grade overall PSSA ELA data showed 51.39 % of students scoring in the proficient and above range and 48.61% scoring basic and below. Third grade math scores reflect 25.8% proficient and advanced and 74.17% basic and below basic. Fourth grade scores were 33.99% proficient and advanced and 66.01 % basic and below basic.

The District continues to realize a discrepancy gap in achievement among the student subgroups; white verses black and IEP on both state and other assessments.

Concern #6:

There is no formal universal screening process consistently implemented across the District to proactively identify students at risk coming in to the District.

Concern #7:

The achievement gap among subgroups on state and standardized testing continues to be evident across grade levels.

Concern #8:

The District is reviewing all variables that negatively impact student achievement including teacher and student absenteeism. Recruiting substitutes has been a challenge to fill teacher absences.

Concern #9:

A need to increase parent and family engagement in the educational process.

Concern #10:

5th and 7th grade Reading/ELA PVAAS data showed significant evidence of not meeting the standard for PA Academic Growth in 2015 and the three year average trend.

Prioritized Systemic Challenges

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

   Aligned Concerns:

   Dibels Next: After a review of the 2014-2015 data, the following concerns were evident:

   A lack of expected growth in first grade's phonemic awareness skills.

   There was no growth in second grade's retell and related skills for comprehension. This needs to be a priority focus in both curricular and instruction.

   Third grade overall scores on the PSSA in both math and reading did not meet proficiency. ELA student data reflects 42.7% proficient and advanced and 57.3% basic and below basic. Fourth grade overall PSSA ELA data showed 51.39 % of students scoring in the proficient and above range and 48.61% scoring basic and below. Third grade math scores reflect 25.8% proficient and advanced and 74.17% basic and below basic. Fourth grade scores were 33.99% proficient and advanced and 66.01 % basic and below basic.

   The District continues to realize a discrepancy gap in achievement among the student subgroups; white verses black and IEP on both state and other assessments.

The District is reviewing all variables that negatively impact student achievement including teacher and student absenteeism. Recruiting substitutes has been a challenge to fill teacher absences.

The District has realized two years of a deficient in budget, $8,904,138 in the 2013-2014 school year and projected to end the 2014-2015 school year with an additional 11,000,000 for a deficient close to $20,000,000.

There is a need to analyze all District programs in 2015-2016, and to either modify or eliminate in 2016-2017 those not demonstrating objective evidence of positive impact.

The achievement gap among subgroups on state and standardized testing continues to be evident across grade levels.

The District math data has indicated an urgent need to reprioritize the curriculum cycle to perform a needs assessment and realign the math curriculum.

PVAAS math achievement in 4th grade demonstrated moderate evidence of exceeding the standard for PA Academic growth; however 5th grade through 8th and Keystone Algebra show significant evidence of not meeting the standard for PA Academic growth in both the 2015 and three year average results.

5th and 7th grade Reading/ELA PVAAS data showed significant evidence of not meeting the standard for PA Academic Growth in 2015 and the three year average trend.

Systemic Challenge #2 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Dibels Next: After a review of the 2014-2015 data, the following concerns were evident:

A lack of expected growth in first grade's phonemic awareness skills.

There was no growth in second grade's retell and related skills for comprehension. This needs to be a priority focus in both curricular and instruction.

Third grade overall scores on the PSSA in both math and reading did not meet proficiency. ELA student data reflects 42.7% proficient and advanced and 57.3% basic and below basic. Fourth grade overall PSSA ELA data showed 51.39 % of students scoring in the proficient and above range and 48.61% scoring basic and below. Third grade math scores reflect 25.8% proficient and advanced and 74.17% basic and below basic. Fourth grade scores were 33.99% proficient and advanced and 66.01 % basic and below basic.

The District continues to realize a discrepancy gap in achievement among the student subgroups; white verses black and IEP on both state and other assessments.

There is no formal universal screening process consistently implemented across the District to proactively identify students at risk coming in to the District.

The achievement gap among subgroups on state and standardized testing continues to be evident across grade levels.

The District math data has indicated an urgent need to reprioritize the curriculum cycle to perform a needs assessment and realign the math curriculum.

PVAAS math achievement in 4th grade demonstrated moderate evidence of exceeding the standard for PA Academic growth; however 5th grade through 8th and Keystone Algebra show significant evidence of not meeting the standard for PA Academic growth in both the 2015 and three year average results.

5th and 7th grade Reading/ELA PVAAS data showed significant evidence of not meeting the standard for PA Academic Growth in 2015 and the three year average trend.

Systemic Challenge #3 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

The District is reviewing all variables that negatively impact student achievement including teacher and student absenteeism. Recruiting substitutes has been a challenge to fill teacher absences.

The achievement gap among subgroups on state and standardized testing continues to be evident across grade levels.

Systemic Challenge #4 *(Guiding Question #13)* Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

> **Aligned Concerns:**
>
> The District has realized two years of a deficient in budget, $8,904,138 in the 2013-2014 school year and projected to end the 2014-2015 school year with an additional 11,000,000 for a deficient close to $20,000,000.

> There is a need to analyze all District programs in 2015-2016, and to either modify or eliminate in 2016-2017 those not demonstrating objective evidence of positive impact.

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

> **Aligned Concerns:**
>
> A need to increase parent and family engagement in the educational process.

Systemic Challenge #6 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Systemic Challenge #7 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Systemic Challenge #8 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

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.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA for grades 3-8; Keystone exams

Specific Targets: Penn Hills School District will make AYP; PVAAS growth in all grade levels in both math and reading will be evident.

Strategies:

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student Learning Objectives (SLOs)

Description:

All teachers will apply the four domains of the Danielson's Framework for Teaching. Implementation will be evident in lesson planing; the classroom environment and instructional delivery that is observed and the professional collaboration with colleagues and the school community. Professional support will be provided to staff on identified areas of growth.

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

District technology to support instruction, programming and professional development.

Description:

As the District continues its work in closing the achievement gap among its student population, plans for District technology is crucial to supporting these efforts.

Research shows that at-risk students benefit most from technology that is designed to promote high levels of interactivity and engagement with data and information in multiple forms. Substantial research illustrates that activities supporting many kinds of interactions between learners and the

material—including different visualizations of concepts; multiple ways of seeing, hearing, and learning about them; and opportunities to be active in manipulating data, expressing ideas, and other aspects of the learning process—were essential to support learning of lower achieving and other at-risk students.

Professional development in the instructional use of technology is critical to successful implementation of technology in the classrooms. Staff training will include: SKyward SIS, interactive handheld response systems (clickers); eSpark using iPads; interactive whiteboards; academic student software applications; technology for curriculum alignment and data analysis; lesson delivery, teacher evaluation process, Intraweb features, responsible use of internet resources and online tools such as Quia, Edmoto, and Glogster.

The use of digital tools to enhance professional development practices district wide will provide differentiation for staff to ensure their varying degrees of needs are met.

SAS Alignment: Instruction

Implementation Steps:

Implement culturally relevant teaching and learning strategies in all classrooms.

Description:

District administrators will plan a comprehensive training schedule to ensure all teaching and support staff have the knowledge to implement culturally relevant teaching.

Principal observers to the classroom will focus on levels of student engagement and observed trends with an emphasis on culturally responsiveness.

Start Date: 7/1/2016   **End Date:** 6/7/2019

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

Supported Strategies:

- Instructional Coaching

- Differentiating Instruction

- All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student Learning Objectives (SLOs)

Support instructional technology practices Prek-12.

Description:

As technology is always evolving and emerging, a support system is provided in each building to ensure teachers have the research based tools and applications needed to succeed. Reading and math supports including academic software packages (in-house and web-based) in K-12 have been critical elements of academic support and intervention. Tools such as the District intraweb are being used to enhance staff communication and access to resources while inside or outside the district.

Classroom instruction integrating technology will be evident through classroom walkthroughs and observations.

In addition, the District will support technology instruction with the following:

- Technology deployment equity across all divisions.
- Planned refreshment cycle of equipment and network resource
- Online professional learning opportunities for staff, administrators, and instructional aides

Start Date: 7/1/2016   **End Date:** 6/7/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction
- District technology to support instruction, programming and professional development.

District wide implementation of online assessments.

Description:

Classroom teachers will administer scheduled local, standardized, and common assessments electronically. Successful completion of online assessments using 21st century skills and tools including keyboarding, online calculators, graphing and other digital resources in grades K-12 to support a District wide implementation of online assessments.

Start Date: 8/5/2016   **End Date:** 6/7/2019

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

Supported Strategies:

- District technology to support instruction, programming and professional development.

Provide meeting schedule by department and grade level to analyze assessment data from local and common assessments.

Description:

Department and grade level team agendas delineating the analysis of the common assessment results. In addition, lesson plans will be differentiated to help students meet mastery of standards.

Start Date: 8/1/2016   **End Date:** 6/7/2019

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Instructional Coaching
- Differentiating Instruction

Review and adjust digital age standards to ensure systematic implementation for K-12 learning learning.

Description:

The District will specifically build capacity by:

- Review implementation of a K-12 teacher instructed digital learning resources programs which include: keyboarding, e-texts, 21st Century tools and devices, ethical use to enhance learning, increase productivity and promote creativity for students.
- continue to review and update current middle school curriculum to meet digital citizenship expectations(internet safety, cyber bullying & social media) and understanding and use of 21st Century tools.
- continue to review and update current high school curriculum to model and employ collaborative strategies for solving problems in the real world.

Start Date: 7/1/2016   **End Date:** 6/7/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- District technology to support instruction, programming and professional development.

Paraprofessional

Description:

All instructional aides in the District have the opportunity to receive 33+ hours of professional development during Professional Education days. This is beyond the required 20 hours of professional education mandated in Chapter 14 to maintain their highly qualified status. In addition, aides are afforded the opportunities to attend PaTTAN trainings , as well as webinars to meet the individual needs within their assignment. The District also provides on site training from consultants to support training needs in speicific disability categories and/or classrooms.

Start Date: 8/26/2015   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- District technology to support instruction, programming and professional development.

Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Common and local assessments K-12 (Given three times yearly)

Specific Targets: Local assessment data indicates a 50% growth from beginning of year to end of year.

Type: Annual

Data Source: PSSA data in grades 3-8 and Keystone data

Specific Targets: Each grade level and content area increase 20% as evidenced by PSSA and Keystone data.

Type: Annual

Data Source: PVAAS

Specific Targets: PVAAS data will show a minimum standard of annual growth (green, light blue or dark blue on every subject)

Strategies:

Provide comprehensive mental health services to meet the academic, social and emotional needs of students.

Description:

Research states that schoolwide mental health programs improve students' social and emotional well-being and promote academic achievement. The District implements Solution team at the elementary building. This team comprised of administrators, counselors, teachers, instructional coaches and home and school visitors, review data on individual students in need of emotional and academic support. The middle and high school buildings implement an intensive SAP program to develop intervention and support plans to meet the specific needs of failing students.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implement Professional Learning Communities to support closing of achievement gap.

Description:

The District will employ the practice of professional learning communities, whereby teams of teachers, in a collaborative effort, will analyze student work and assessment data. During this professional flex time, instructional strategies and specific interventions will be shared to support non proficient students.

SAS Alignment: None selected

Implement Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms

Description:

A District focus on culturally relevant instruction, which encompasses differentiated instructional strategies, will be implemented to meet the diverse academic needs of ALL students . Classroom walkthroughs will

monitor the implementation of these instructional approaches to support inclusive education.

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

Reconfigure the District's Mentoring Program

Description:

The District will operate a site based mentoring program at all three buildings. Research in mentoring by providing a positive adult role model for students can: Foster relationships that help students become successful learners; reinforces positive attitudes towards learning and problem-solving; and builds self-esteem by motivating students to strive for academic success The District 's Professional Development and Funding coordinator, along with the Human resource Director, will work closely with the mentor program coordinator to ensure all clearances, training, and procedures are established and followed to support student success.

SAS Alignment: Safe and Supportive Schools

Provide parents/families the opportunities and resources to be engaged in the educational process.

Description:

Research clearly shows that there is a strong positive relationship between a student's success in school and the level of engagement by his or her parents with the school (Epstein, Clark, Salinas, & Sanders, 1997; Henderson & Mapp, 2002; Van Voorhis, 2001).

According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: create a home environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers; become involved in their children's education at school and in the community. Parents' attitudes and expectations toward education can be as important as explicit teaching activities.

The District and building administrators will begin work June 2016 to develop several resources to help parents understand the importance of being involved in their child's education. The elementary and middle school resources will include comprehensible grade level learning targets/skills and internet resources to support them. Training

opportunities and varied delivery methods will be provided to the District educational community. Delivery of training at non-traditional locations will be explored and delivered to meet the diverse needs of our community.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Develop Alternatives to Suspension programs for each building

Description:

Each individual building will develop a program to provide alternative to suspending students out of school. Research shows that high rates of suspension are related to poor school climate and low academic achievement.

The elementary school program will provide as an alternative to being out of school, assigned time in the "Bee Room" (Schoolwide Positive Behavior Support Program is "Bee your Best!). The length of time student will be in the "bee room" is determined by the serious of the behavior. The room is in operation 10:00-2:00 daily. Students work with a rotating staff of professionals, behavior specialist, guidance counselor, home and school visitor and school psychologists, on specific behavior lessons.

The middle school SWPBS team is in the process of developing their alternative to suspension. The high school is operating a pilot program for young men called Manhood 2.0. This pilot is in partnership with UPMC and is held on Saturdays at the Penn Hills YMCA. High school young men must attend a 6 week session as an alternative to suspension. At present, administrators are developing an alternative to suspension for high school girls.

Start Date: 9/4/2015   **End Date:** 6/7/2019

Program Area(s): Student Services

Supported Strategies:

- Provide comprehensive mental health services to meet the academic, social and emotional needs of students.

Provide meeting schedule by department and grade level to analyze assessment data from local and common assessments.

Description:

Department and grade level team agendas delineating the analysis of the common assessment results. In addition, lesson plans will be differentiated to help students meet mastery of standards.

Start Date: 8/1/2016   **End Date:** 6/7/2019

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Provide comprehensive mental health services to meet the academic, social and emotional needs of students.

Implement culturally relevant teaching and learning strategies in all classrooms.

Description:

District administrators will plan a comprehensive training schedule to ensure all teaching and support staff have the knowledge to implement culturally relevant teaching.

Principal observers to the classroom will focus on levels of student engagement and observed trends with an emphasis on culturally responsiveness.

Start Date: 7/1/2016   **End Date:** 6/7/2019

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

Supported Strategies:

- Implement Professional Learning Communities to support closing of achievement gap.

Provide Skyward Parent Access portal training

Description:

Both students and parents will have increased opportunities for communication and access to resources using the Skyward family Access portal where posting of online resources, such as links to electron versions of texts and current updates of student progress can be found. The addition of building kiosks will provide the interactive access necessary for parents and community to locate forms and stay updated with District information. This will enable the District to move towards a paperless implementation of student information.

Start Date: 1/29/2016   **End Date:** 6/28/2019

Program Area(s): Educational Technology

Supported Strategies:

- Provide parents/families the opportunities and resources to be engaged in the educational process.

Paraprofessional

Description:

All instructional aides in the District have the opportunity to receive 33+ hours of professional development during Professional Education days. This is beyond the required 20 hours of professional education mandated in Chapter 14 to maintain their highly qualified status. In addition, aides are afforded the opportunities to attend PaTTAN trainings , as well as webinars to meet the individual needs within their assignment. The District also provides on site training from consultants to support training needs in speicific disability categories and/or classrooms.

Start Date: 8/26/2015   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Implement Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms

Use District Student Information System (SIS) to monitor student progress through the MTSS/RTII tool.

Description:

Every teacher in the District will receive small group training on the MTSS process for monitoring student progress in math and reading. Teachers will be able to design an individual education plan to meet a student's academic, behavior and attendance needs.

Planning will occur with the DIstrict technology team and building administrators in the summer of 2016. Full DIstrict implementation of the MTSS process on the student information system will occur in 2019.

Start Date: 7/11/2016   **End Date:** 6/7/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Provide comprehensive mental health services to meet the academic, social and emotional needs of students.
- Implement Professional Learning Communities to support closing of achievement gap.

Reading NCLB #1

Description:

In the area of reading, the District provides strategic interventions to all students K-12. The interventions are prescriptive based on student needs. All levels, elementary and secondary, have assigned intervention periods for this implementation to take place. The district utilizes research based programs such as Read 180, Spell Read, and intervention tools that are aligned with the reading curriculum.   The reading instructors, reading specialists, and reading coaches determine the level of reading supports that the students require based on data (i.e., local/state

assessment reading assesments) and provide more intensive supports for students who evidence weak reading skills.

Start Date: 8/26/2015   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Provide comprehensive mental health services to meet the academic, social and emotional needs of students.
- Implement Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms

Redesign the District's Family Fun Night (FFN) program to increase parent engagement.

Description:

The District's FFN coordinator, along with the Professional Development and Funding coordinator will review the parent involvement in previous FFN activities and develop a program that continues with successful activities to bring in students and families, while providing additional parent engagement opportunities. FFN program will operate twice monthly from November through April. A variety of activities planned around the STEAM (Science, Technology, Engineering, Arts, and Math) concept will be offered to families. These special parent engagement nights will continue throughout the duration of the plan.

Start Date: 11/2/2015   **End Date:** 4/1/2019

Program Area(s):

Supported Strategies:

- Provide parents/families the opportunities and resources to be engaged in the educational process.

Behavior Support

Description:

The district will continue to implement the School Wide Positive Behavior Support Plans in the buildings. The consistent implementation across all buildings will be ongoing. The solution/SAP teams in all buildings meet regularly to review and monitor student behavior data.

Start Date: 8/26/2015   **End Date:** 6/8/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Provide comprehensive mental health services to meet the academic, social and emotional needs of students.

Reconfigure and and expand the District's Cyber Academy program model to meet the diverse needs of students and families.

Description:

The District is implementing the Penn Hills C.H.I.E.F.S Academy to provide a quality online and blended learning opportunity in an effort to bring students back to the Penn Hills School District. The program allows students access to the District's online curriculum at home, while also allowing students the opportunity to participate in District sponsored extra curricular activities and NCAA sanctioned sports. Students enrolled in the program will be taught by District staff; assigned a guidance counselor; availability of a drop in center to receive assistance. Students who complete the program requirements will be awarded a Penn Hills High School diploma and eligible to participate in commencement exercises with their peers.

An Cyber Offline Experience will be provide to the students attending the CHIEFS Cyber Academy. This unique social interaction opportunity is provided for student to stay connected to the Penn Hills School District through direct communication about social events and visits to the drop-in centers during the school day.

Start Date: 8/24/2015   **End Date:** 6/7/2019

Program Area(s): Educational Technology

Supported Strategies:

- Provide parents/families the opportunities and resources to be engaged in the educational process.

Goal #3: Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: The District will employ ESL teachers, an OT and COTA in lieu of contracting out to the AIU for cost savings. Local assessments and IEP goals.

Specific Targets: Local accountability to measure effectiveness of programs. All programs will have a complete review in 2015-2016 to measure the effectiveness. Modification or elimination of programs in 2016-2017 for those not demonstrating positive impact on student achievement.

Strategies:

District will implement greater oversight and accountability of all expenditures and accounting of funds and ensure effective budgetary communication.

Description:

The business office will ensure an established budget development cycle is followed and a budget development tool is used for Directors and building administrators.

Every central administrative office will be responsible for accurate budgeting and expending its financial resources in a manner that demonstrates how each department is achieving measurable progress toward providing the supports each school needs to achieve academic growth. Each building level administrative team will be responsible for budgeting and oversight of all expenditures to ensure progress is being made toward academic growth.

In addition, the budget managers will be accountable for monitoring YTD expenses each month.

SAS Alignment: None selected

Implementation Steps:

Develop a community oversight board of citizens to ensure transparency and accountability of budgetary funds.

Description:

The School Board of Directors developed a transpareny committee comprised of Penn Hills citizens, which meet monthly to review financial reports and provide support for community awareness and understanding of the District's financial status.

Start Date: 8/24/2015   **End Date:** 6/7/2019

Program Area(s):

Supported Strategies:

- District will implement greater oversight and accountability of all expenditures and accounting of funds and ensure effective budgetary communication.

District employs own specialist staff to reduce costs of contracting services with outside agency.

Description:

The District will employ their own English as a Second Language (ESL), Certified Occupational Therapy Assistant (COTA) and Occupational therapist (OT) staff in lieu of contracting services with the Allegheny Intermediate Unit.

Start Date: 8/25/2015   **End Date:** 6/10/2016

Program Area(s): Special Education, Student Services

Supported Strategies:

- District will implement greater oversight and accountability of all expenditures and accounting of funds and ensure effective budgetary communication.

Steps to financial recovery and stabilization of the District

Description:

Elimination of three clerical positions from the central administrative offices.

Absorb 7 teaching positions in 2015-2016

Complete an energy audit to explore possible savings

Inventory all major supplies and equipment and auction off surplus

Explore and implement all paperless options (District calendar converts to electronic format)

Reduce crossing guard numbers in accordance with Penn Hills Police Department recommendations

Consolidate bus routes and closely monitor fuel usage

Rent five classrooms at the Washington Elementary building to the Allegheny Intermediate Unit.

District will evaluate all contracts and attempt to open and secure more cost-effective terms for savings.

Request all bargaining units in the District to consider pay freezes in 2016-2017 and beyond. (Act 93 accepted pay freeze in 2015-2016)

Implement procedures for purchase orders and check requests- a minimum of three signatures approving the purchase of supplies, equipment and services as well as he payment of invoices.

Monitor cash balances daily and forecast short and long term expenditures to predict and prepare for cash flow shortages

Provide a more comprehensible financial report to board members monthly

Eliminate the District procurement cards

Reduce the number of cellular phones provided to District employees

Develop District budgets for 2016-2017 and subsequent years to include an underestimation of anticipated revenues and an overestimation of anticipated expenditures, including the implementation of a zero based budgeting process.

Development of District budgets for 2016-2017 and subsequent years will include an underestimation of anticipated revenues and an overestimation of anticipated expenditures.

Reduce tuition expenditures by consolidation of outside placements for multi-disability students in 2016-2017 and beyond.

Start Date: 8/3/2015   **End Date:** 6/7/2019

Program Area(s):

Supported Strategies:

- District will implement greater oversight and accountability of all expenditures and accounting of funds and ensure effective budgetary communication.

Complete a thorough review of all District programming to analyze effectiveness in meeting student needs.

Description:

The District and building administrative teams will complete a thorough review of all educational programming during the 2015-2016 school year and modify or suspend in 2016-2017 those programs not demonstrating objective evidence of positive impact.

Start Date: 9/7/2015   **End Date:** 6/28/2019

Program Area(s):

Supported Strategies:

- District will implement greater oversight and accountability of all expenditures and accounting of funds and ensure effective budgetary communication.

Goal #4: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Interim

Data Source: Professional development evaluations and classroom walkthroughs

Specific Targets: 90% of teaching staff will implement teaching strategies as evidence on the classroom walkthroughs

Strategies:

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_0222 12.pdf)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student Learning Objectives (SLOs)

Description:

All teachers will apply the four domains of the Danielson's Framework for Teaching. Implementation will be evident in lesson planing; the classroom environment and instructional delivery that is observed and the professional collaboration with colleagues and the school community. Professional support will be provided to staff on identified areas of growth.

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

District technology to support instruction, programming and professional development.

Description:

As the District continues its work in closing the achievement gap among its student population, plans for District technology is crucial to supporting these efforts.

Research shows that at-risk students benefit most from technology that is designed to promote high levels of interactivity and engagement with data and information in multiple forms. Substantial research illustrates that activities supporting many kinds of interactions between learners and the material—including different visualizations of concepts; multiple ways of seeing, hearing, and learning about them; and opportunities to be active in manipulating data, expressing ideas, and other aspects of the learning process—were essential to support learning of lower achieving and other at-risk students.

Professional development in the instructional use of technology is critical to successful implementation of technology in the classrooms. Staff training will include: SKyward SIS, interactive handheld response systems (clickers); eSpark using iPads; interactive whiteboards; academic student software applications; technology for curriculum alignment and data analysis; lesson delivery, teacher evaluation process, Intraweb features, responsible use of internet resources and online tools such as Quia, Edmoto, and Glogster.

The use of digital tools to enhance professional development practices district wide will provide differentiation for staff to ensure their varying degrees of needs are met.

SAS Alignment: Instruction

Implement Professional Learning Communities to support closing of achievement gap.

Description:

The District will employ the practice of professional learning communities, whereby teams of teachers, in a collaborative effort, will analyze student work and assessment data. During this professional flex time, instructional strategies and specific interventions will be shared to support non proficient students.

SAS Alignment: None selected

Implementation Steps:

Develop opportunities for peer coaching through classroom visitations and refection on teacher practice

Description:

Starting in the summer of 2016, the District's professional development coordinator will work with a cohort of teachers who are interested in learning about the process involved in peer coaching. Although this concept does exist currently in the District's induction program for new staff, all staff will benefit from this collaborative effort. Throughout the 2016-2017 school year, this cohort of staff will learn and share best practices in peer coaching, such as Feed*Forward* and work on an implementation plan to roll out to the rest of the professional staff in the 2017-2018 school year.

Start Date: 7/24/2017   **End Date:** 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching
- Differentiating Instruction
- Implement Professional Learning Communities to support closing of achievement gap.

Implement culturally relevant teaching and learning strategies in all classrooms.

Description:

District administrators will plan a comprehensive training schedule to ensure all teaching and support staff have the knowledge to implement culturally relevant teaching.

Principal observers to the classroom will focus on levels of student engagement and observed trends with an emphasis on culturally responsiveness.

Start Date: 7/1/2016   **End Date:** 6/7/2019

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

Supported Strategies:

- Differentiating Instruction

- All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student Learning Objectives (SLOs)

- Implement Professional Learning Communities to support closing of achievement gap.

Support instructional technology practices Prek-12.

Description:

As technology is always evolving and emerging, a support system is provided in each building to ensure teachers have the research based tools and applications needed to succeed. Reading and math supports including academic software packages (in-house and web-based) in K-12 have been critical elements of academic support and intervention. Tools such as the District intraweb are being used to enhance staff communication and access to resources while inside or outside the district.

Classroom instruction integrating technology will be evident through classroom walkthroughs and observations.

In addition, the District will support technology instruction with the following:

- Technology deployment equity across all divisions.
- Planned refreshment cycle of equipment and network resource
- Online professional learning opportunities for staff, administrators, and instructional aides

Start Date: 7/1/2016 **End Date:** 6/7/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction
- District technology to support instruction, programming and professional development.

Use District Student Information System (SIS) to monitor student progress through the MTSS/RTII tool.

Description:

Every teacher in the District will receive small group training on the MTSS process for monitoring student progress in math and reading. Teachers will be able to design an individual education plan to meet a student's academic, behavior and attendance needs.

Planning will occur with the DIstrict technology team and building administrators in the summer of 2016. Full DIstrict implementation of the MTSS process on the student information system will occur in 2019.

Start Date: 7/11/2016   **End Date:** 6/7/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Implement Professional Learning Communities to support closing of achievement gap.
- District technology to support instruction, programming and professional development.

District Protocols and procedures for professional learning communities will be established and supported.

Description:

Typically professional learning communities meet over an extended period of time throughout the year; however due to time and scheduling constraints, the District will be innovative in their approach to slowing implement the concept of professional learning communities. PLC's are an effective vehicle for holding professional conversations that lead to increase in student achievement and motivation.

The District administrative team will structure the framework to initiate PLC's during flex time professional development. During year one of implementation, guidelines will be established to create a culture for collaborative work. Technology tools, such as blogging and google docs.

Start Date: 9/2/2016   **End Date:** 9/16/2019

Program Area(s): Professional Education

Supported Strategies:

- Implement Professional Learning Communities to support closing of achievement gap.

Autism

Description:

The District will continue to support all co-teaching teams, specifically in the area of autism. Currently special education students in grades K-4 are provided technical support from the "Project MAX" consultant. The strategies gained through this program continue to be implmented as the students advance in grade level. On-site consultative services are also provided through the Watson Institute for staff working with students with autism. It is of notable mention that the Penn Hills School District has been providing professional development in the area of autism for the past seven years. Because of the high quality programming that is offered at the District, there has been an increase in the number of students enrolled by parents moving in to the district for these services.

Start Date: 8/26/2015   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Instructional Coaching
- District technology to support instruction, programming and professional development.

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.** **#2 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.** **#3 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Instructional Coaching** **Strategy #2: Differentiating Instruction** **Strategy #3: All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student Learning Objectives (SLOs)**

Start	End	Title	Description
7/1/2016	6/7/2019	Implement culturally relevant teaching and learning strategies in all classrooms.	District administrators will plan a comprehensive training schedule to ensure all teaching and support staff have the knowledge to implement culturally relevant teaching. Principal observers to the classroom will focus on levels of student engagement and observed trends with an emphasis on culturally responsiveness.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Director of Teaching, Learning and	5.5	5	350	Consultant	Individual	Yes

Assessment &
Professional
Development
Coordinator

Knowledge

Through culturally responsive instructional strategies, teachers will use differentiated instruction to personalize learning to the aspect of the students culture.

Culturally responsive (relevant) teaching was made popular by Dr. Gloria Ladson-Billings in the early 1990s, the term she created was defined as one "that empowers students to maintain cultural integrity, while succeeding academically.

A number of authors, had identified six characteristics of culturally relevant teaching which include:

1. Validating and Affirming-acknowledge the strengths of students' diverse heritages.

2. Comprehensive- use cultural resources to teach knowledge, skills, values and attittudes.

Supportive Research

3. Multidimensional-Encompass many areas and applies multicultural theory to the classroom enviornment, teaching methods, and evaluation.

4. Liberating-Culturally relevant teachers liberate students.

5. Empowering-Culturally relevant teaching empower students, giving them opportunities to excel in the classroom and beyond. Empowerment translates into academic competence, personal confidence, courage, and the will to act.

6. Tranformative-Educator and their students must often defy educational traditions and the status quo.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

Training Format

Series of Workshops

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

Follow-up Activities		Evaluation Methods	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or		Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers
    Joint planning period
activities

instructional delivery and professionalism.
    Classroom student assessment data

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. #2 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Differentiating Instruction Strategy #2: District technology to support instruction, programming and professional development.

Start	End	Title	Description
7/1/2016	6/7/2019	Support instructional technology practices Prek-12.	As technology is always evolving and emerging, a support system is provided in each building to ensure teachers have the research based tools and applications needed to succeed. Reading and math supports including academic software packages (in-house and web-based) in K-12 have been critical elements of academic support and intervention. Tools such as the District intraweb are being used to enhance staff communication and access to resources while inside or outside the district. Classroom instruction integrating technology will be evident through classroom walkthroughs and observations. In addition, the District will support technology instruction with the following: • Technology deployment equity across all divisions.

- Planned refreshment cycle of equipment and network resource

- Online professional learning opportunities for staff, administrators, and instructional aides

Person Responsible	SH	S	EP	Provider	Type	App.
Directors	5.5	3	75	District	School Entity	No

Knowledge 21st century skills and tools to support instructional strategies and practices in the classroom.

Supportive Research ISTE recommendations for administrators, teachers and students.

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.

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

Training Format	LEA Whole Group Presentation School Whole Group Presentation Live Webinar Department Focused Presentation Online-Synchronous		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional	**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 Creating lessons to meet varied student learning styles	**Evaluation Methods**	Effective use of innovative technology devices for educational practices.

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: District technology to support instruction, programming and professional development.**

Start	End	Title	Description
7/1/2016	6/7/2019	Review and adjust digital age standards to ensure systematic implementation for K-12 learning learning.	The District will specifically build capacity by: • Review implementation of a K-12 teacher instructed digital learning resources programs which include: keyboarding, e-texts, 21st Century tools and devices, ethical use to enhance learning, increase productivity and promote creativity for students. • continue to review and update current middle school curriculum to meet digital citizenship expectations(internet safety, cyber bullying & social media) and understanding and use of 21st Century tools. • continue to review and update current high school curriculum to model and employ collaborative strategies for solving problems in the real world.

Person Responsible	SH	S	EP	Provider	Type	App.
Directors of Teaching, Learning & Assessment and Technology	1.5	12	350	Penn Hills School District	School Entity	Yes

Knowledge Model and apply learning experiences to engage students and improve achievement using technology.

Supportive Research iste.nets-t

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.

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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	Series of Workshops Live Webinar Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Portfolio

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. #2 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: District technology to support instruction, programming and professional development.

Start	End	Title	Description
8/26/2015	6/8/2018	Paraprofessional	All instructional aides in the District have the opportunity to receive 33+ hours of professional development during Professional Education days. This is beyond the required 20 hours of professional education mandated in Chapter 14 to maintain their highly qualified status. In addition, aides are afforded the opportunities to attend PaTTAN trainings , as well as webinars to meet the individual needs within their assignment. The District also provides on site training from consultants to support training needs in speicific disability categories and/or classrooms.

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director and Coordinator	5.5	6	70	Penn Hills School District	Consultants from Watson Institute, AIU, PaTTAN	Yes

Knowledge	Instructional aides will receive professional education aligned with District focus goals and also include classroom management, co-teaching strategies and disabilty specific training.
Supportive Research	Marzano's Classroom Management and Classroom Instruction that Works; also the SAS toolkit is utilized by the special education staff.

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.

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

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

Training Format

LEA Whole Group Presentation
School Whole Group Presentation
Live Webinar
Offsite Conferences

Participant Roles	Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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: Implement Professional Learning Communities to support closing of achievement gap.
	#2 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	
	#3 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	

Start	End	Title	Description
7/1/2016	6/7/2019	Implement culturally relevant teaching and learning strategies in all classrooms.	District administrators will plan a comprehensive training schedule to ensure all teaching and support staff have the knowledge to implement culturally relevant teaching. Principal observers to the classroom will focus on levels of student engagement and observed trends with an emphasis on culturally responsiveness.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Director of Teaching, Learning and Assessment & Professional Development Coordinator	5.5	5	350	Consultant	Individual	Yes

Knowledge

Through culturally responsive instructional strategies, teachers will use differentiated instruction to personalize learning to the aspect of the students culture.

Culturally responsive (relevant) teaching was made popular by Dr. Gloria Ladson-Billings in the early 1990s, the term she created was defined as one "that empowers students to maintain cultural integrity, while succeeding academically.

A number of authors, had identified six characteristics of culturally relevant teaching which include:

1. Validating and Affirming-acknowledge the strengths of students' diverse heritages.

2. Comprehensive- use cultural resources to teach knowledge, skills, values and attittudes.

3. Multidimensional-Encompass many areas and applies multicultural theory to the classroom enviornment, teaching methods, and evaluation.

Supportive Research

4. Liberating-Culturally relevant teachers liberate students.

5. Empowering-Culturally relevant teaching empower students, giving them opportunities to excel in the classroom and beyond. Empowerment translates into academic competence, personal confidence, courage, and the will to act.

6. Tranformative-Educator and their students must often defy educational traditions and the status quo.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. #2 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Implement Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms

Start	End	Title	Description
8/26/2015	6/8/2018	Paraprofessional	All instructional aides in the District have the opportunity to receive 33+ hours of professional development during Professional Education days. This is beyond the required 20 hours of professional education mandated in Chapter 14 to maintain their highly qualified status. In addition, aides are afforded the opportunities to attend PaTTAN trainings , as well as webinars to meet the individual needs within their assignment. The District also provides on site training from consultants to support training needs in speicific disability categories and/or classrooms.

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director and Coordinator	5.5	6	70	Penn Hills School District	Consultants from Watson Institute, AIU, PaTTAN	Yes

Knowledge	Instructional aides will receive professional education aligned with District focus goals and also include classroom management, co-teaching strategies and disabilty specific training.
Supportive	Marzano's Classroom Management and Classroom Instruction that Works; also the SAS toolkit is utilized by the

Research special education staff.

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.

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

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

Training Format

LEA Whole Group Presentation
School Whole Group Presentation
Live Webinar
Offsite Conferences

Participant Roles	Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	#1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. #2 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Provide comprehensive mental health services to meet the academic, social and emotional needs of students. Strategy #2: Implement Professional Learning Communities to support closing of achievement gap.

Start	End	Title	Description
7/11/2016	6/7/2019	Use District Student Information System (SIS) to monitor student progress through the MTSS/RTII tool.	Every teacher in the District will receive small group training on the MTSS process for monitoring student progress in math and reading. Teachers will be able to design an individual education plan to meet a student's academic, behavior and attendance needs. Planning will occur with the DIstrict technology team and building administrators in the summer of 2016. Full DIstrict implementation of the MTSS process on the student information system will occur in 2019.

Person Responsible	SH	S	EP	Provider	Type	App.
Directors, Professional Development Coordinator	5.5	2	30	District	IU	No

Knowledge	Each teacher will fully understand the MTSS/RTII tool on the District's student information system for individualizing plans and monitoring student progress.

Supportive Research

Pennsylvania's MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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.

Training Format

Series of Workshops
Department Focused Presentation

Participant Roles		**Grade Levels**	
	Classroom teachers		
	Principals / Asst. Principals		Elementary - Primary (preK - grade 1)
	School counselors		Elementary - Intermediate (grades 2-5)
	Paraprofessional		Middle (grades 6-8)
	Other educational specialists		High (grades 9-12)

Follow-up Activities Analysis of student progress through the MTSS system.

Evaluation Methods Each teacher n the District will utilize the MTSS component on the SIS to individualize support for students.

LEA Goals Addressed:	#1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Provide comprehensive mental health services to meet the academic, social and emotional needs of students. Strategy #2: Implement Instructional Approaches That Support Inclusion in Diverse, Standards-Based Classrooms

Start	End	Title	Description
8/26/2015	6/8/2018	Reading NCLB #1	In the area of reading, the District provides strategic interventions to all students K-12. The interventions are prescriptive based on student needs. All levels, elementary and secondary, have assigned intervention periods for this implementation to take place. The district utilizes research based programs such as Read 180, Spell Read, and intervention tools that are aligned with the reading curriculum. The reading instructors, reading specialists, and reading coaches determine the level of reading supports that the students require based on data (i.e., local/state assessment reading assesments) and provide more intensive supports for students who evidence weak reading skills.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Staff, Instructional Staff, Reading Specialist, and Reading Coaches	3.0	4	25	Penn Hills School District	School Entity	Yes

Knowledge

All staff responsible for reading intervention implmentation will meet bi monthly to share best practices in programs currently being used during that school year. Staff will consistently implement interventions based on the needs of the students. Professional development opportunities will be provided for new staff and existing staff as updates are developed.

Supportive Research

All interventions that are implemented are research based and professional development will be ongoing for staff. The district's reading specialists and coaches provide technical support to staff on site when needed.

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

Live Webinar
Department Focused Presentation

Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 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

LEA Goals Addressed:	**#1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes**	**Strategy #1: Provide comprehensive mental health services to meet the academic, social and emotional needs of students.**

procedures for monitoring effectiveness.

Start	End	Title	Description
8/26/2015	6/8/2018	Behavior Support	The district will continue to implement the School Wide Positive Behavior Support Plans in the buildings. The consistent implementation across all buildings will be ongoing. The solution/SAP teams in all buildings meet regularly to review and monitor student behavior data.

Person Responsible	SH	S	EP	Provider	Type	App.
Building administrators and SWPBS team	1.0	36	50	Allegheny Intermediate Unit with District teams	For Profit Company	Yes

Knowledge Development and implementation of SWPBS in all school buildings

Supportive Research SWPBS is a research based program that effectively decreases discipline referrals.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
Series of Workshops
Live Webinar
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents	**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 Peer-to-peer lesson discussion	**Evaluation Methods**	SPP4 monitoring of discipline referrals

LEA Goals Addressed:	**#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Instructional Coaching** **Strategy #2: Differentiating Instruction** **Strategy #3: Implement Professional Learning Communities to support closing of achievement gap.**

Start	End	Title	Description
7/24/2017	6/28/2019	Develop opportunities for peer coaching through classroom visitations and refection on	Starting in the summer of 2016, the District's professional development coordinator will work with a cohort of teachers who are interested in learning about the process

teacher practice   involved in peer coaching. Although this concept does exist currently in the District's induction program for new staff, all staff will benefit from this collaborative effort. Throughout the 2016-2017 school year, this cohort of staff will learn and share best practices in peer coaching, such as Feed*Forward* and work on an implementation plan to roll out to the rest of the professional staff in the 2017-2018 school year.

Person Responsible	SH	S	EP	Provider	Type	App.
Professional Development coordinator and building administators	5.5	3	50	District	School Entity	Yes

Knowledge

Teachers will learn the process of peer support through various strategies, such as Feed*Forward*. Feed*Forward* is a process of gaining positive suggestions from others that are pertinent to improving performance in a specified area. Benefits included in peer coaching are the following: Build a shared knowledge base; share successful practices; encourage reflective practice; reduce isolation among teacher leaders; and support a more cohesive organizational culture.

Supportive Research

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
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.
Empowers leaders to create a culture of teaching and learning, with an emphasis on

learning.

Training Format	LEA Whole Group Presentation School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **#2 Establish a district system that fully**	**Strategy #1: Differentiating Instruction** **Strategy #2: All teachers will be accountable for consistent application of the Four Domains of Danielson's Framework for Teaching and Student**

ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

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

Learning Objectives (SLOs)
Strategy #3: Implement Professional Learning Communities to support closing of achievement gap.

Start	End	Title	Description
7/1/2016	6/7/2019	Implement culturally relevant teaching and learning strategies in all classrooms.	District administrators will plan a comprehensive training schedule to ensure all teaching and support staff have the knowledge to implement culturally relevant teaching. Principal observers to the classroom will focus on levels of student engagement and observed trends with an emphasis on culturally responsiveness.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Director of Teaching, Learning and Assessment & Professional Development Coordinator	5.5	5	350	Consultant	Individual	Yes

Knowledge	Through culturally responsive instructional strategies, teachers will use differentiated instruction to personalize learning to the aspect of the students culture.
Supportive Research	Culturally responsive (relevant) teaching was made popular by Dr. Gloria Ladson-Billings in the early 1990s, the term she created was defined as one "that empowers students to maintain cultural integrity, while succeeding academically.

A number of authors, had identified six characteristics of culturally relevant teaching which include:

1. Validating and Affirming-acknowledge the strengths of students' diverse heritages.

2. Comprehensive- use cultural resources to teach knowledge, skills, values and attittudes.

3. Multidimensional-Encompass many areas and applies multicultural theory to the classroom enviornment, teaching methods, and evaluation.

4. Liberating-Culturally relevant teachers liberate students.

5. Empowering-Culturally relevant teaching empower students, giving them opportunities to excel in the classroom and beyond. Empowerment translates into academic competence, personal confidence, courage, and the will to act.

6. Tranformative-Educator and their students must often defy educational traditions and the status quo.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other

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

educators seeking leadership roles:

learning.

Training Format

Series of Workshops

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

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **#2 Establish a district system that fully**	**Strategy #1: Differentiating Instruction** **Strategy #2: District technology to support instruction, programming and professional development.**

ensures professional development is focused, comprehensive and implemented with fidelity.

Start	End	Title	Description
7/1/2016	6/7/2019	Support instructional technology practices Prek-12.	As technology is always evolving and emerging, a support system is provided in each building to ensure teachers have the research based tools and applications needed to succeed. Reading and math supports including academic software packages (in-house and web-based) in K-12 have been critical elements of academic support and intervention. Tools such as the District intraweb are being used to enhance staff communication and access to resources while inside or outside the district. Classroom instruction integrating technology will be evident through classroom walkthroughs and observations. In addition, the District will support technology instruction with the following: • Technology deployment equity across all divisions. • Planned refreshment cycle of equipment and network resource • Online professional learning opportunities for staff, administrators, and instructional aides

Person Responsible	SH	S	EP	Provider	Type	App.
Directors	5.5	3	75	District	School Entity	No

Knowledge	21st century skills and tools to support instructional strategies and practices in the classroom.

Supportive Research	ISTE recommendations for administrators, teachers and students.

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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation School Whole Group Presentation Live Webinar Department Focused Presentation Online-Synchronous

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

	School counselors Paraprofessional	High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Effective use of innovative technology devices for educational practices.

LEA Goals Addressed:	**#1 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.** **#2 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Implement Professional Learning Communities to support closing of achievement gap.** **Strategy #2: District technology to support instruction, programming and professional development.**

Start	End	Title	Description
7/11/2016	6/7/2019	Use District Student Information System (SIS) to monitor student progress through the MTSS/RTII tool.	Every teacher in the District will receive small group training on the MTSS process for monitoring student progress in math and reading. Teachers will be able to design an individual education plan to meet a student's academic, behavior and attendance needs.

Planning will occur with the DIstrict technology team and building administrators in the summer of 2016. Full DIstrict implementation of the MTSS process on the student information system will occur in 2019.

Person Responsible	SH	S	EP	Provider	Type	App.
Directors, Professional Development Coordinator	5.5	2	30	District	IU	No

Knowledge

Each teacher will fully understand the MTSS/RTII tool on the District's student information system for individualizing plans and monitoring student progress.

Supportive Research

Pennsylvania's MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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.

Training Format	Series of Workshops Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student progress through the MTSS system.	**Evaluation Methods**	Each teacher n the District will utilize the MTSS component on the SIS to individualize support for students.

LEA Goals Addressed:	**#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Implement Professional Learning Communities to support closing of achievement gap.**

Start	End	Title	Description
9/2/2016	9/16/2019	District Protocols and procedures for professional learning communities will be established and supported.	Typically professional learning communities meet over an extended period of time throughout the year; however due to time and scheduling constraints, the District will be innovative in their approach to slowing implement the concept of professional learning communities. PLC's are an effective vehicle for holding professional conversations that lead to increase in student achievement and

motivation.

The District administrative team will structure the framework to initiate PLC's during flex time professional development. During year one of implementation, guidelines will be established to create a culture for collaborative work. Technology tools, such as blogging and google docs.

Person Responsible	SH	S	EP	Provider	Type	App.
Directors	5.5	15	12	District Department chairs and grade level leaders	School Entity	Yes

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Knowledge

Teachers will problem solve and utilize inquiry and reflection to solve challenging problems relating to student achievement. In addition, critical thinking skills will provide answers to essential questions on what students need to know and be able to do in order to be successful at each level of their learning; and then share what knowledge and skills educators need to ensure student success. When teachers have access to their colleagues ideas, strategies, methods and resources, they can expand their repertoire of skills

Supportive Research

Professional learning communities foster focused teacher learning and is the most powerful professional development.. The very essence of a learning community is a focus on and a commitment to the learning of each student...if the organization is to become more effective in helping all students learn, the adults in the organization must be continually learning.   Dufour, Eaker, and Manny (2006)

The methods for improving schools must not come from outside the schools. The most lasting and important changes will come from within and will draw on the great resources within the schools.   Roland Barth

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.

Training Format	Online-Synchronous Online-Asynchronous Professional Learning Communities

Participant Roles	Classroom teachers Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

discussion

Student PSSA data
Classroom student assessment data
Participant survey
Teacher self relection surveys

LEA Goals Addressed:	#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Instructional Coaching Strategy #2: District technology to support instruction, programming and professional development.

Start	End	Title	Description
8/26/2015	6/8/2018	Autism	The District will continue to support all co-teaching teams, specifically in the area of autism. Currently special education students in grades K-4 are provided technical support from the "Project MAX" consultant. The strategies gained through this program continue to be implmented as the students advance in grade level. On-site consultative services are also provided through the Watson Institute for staff working with students with autism. It is of notable mention that the Penn Hills School District has been providing professional development in the area of autism for the past seven years. Because of the high quality programning that is offered at the District, there has been an increase in the number of students enrolled by parents moving in to the district for these services.

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director and Special Education Coordinator	3.0	8	30	Penn Hills School District	Watson Institute, PaTTAN, District	Yes

Knowledge	Individualized technical assistance provided to school personnel on an ongoing basis to ensure supports, programming and accomodations are provided to students with autism.

Supportive Research

Current best practices in strategies that support students with autism that are researched based.

Designed to Accomplish

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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.

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

Training Format

Department Focused Presentation
Professional Learning Communities
Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Related Service Personnel Parents	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

Follow-up Activities
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Lesson modeling with mentoring

Evaluation Methods
Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Review of LRE data to ensure students with autism are serviced to the maximum extent possible in the regular education setting.

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

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

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

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

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

Affirmed by Denise Graham-Shealey on 5/12/2015

Board President

Affirmed by Nancy Hines on 5/12/2015

Superintendent/Chief Executive Officer