

Sayre Area SD

**District Level Plan**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

333 West Lockhart Street  
Sayre, PA 18840  
(570)888-7615  
Superintendent: Dean Hosterman  
Director of Special Education: Sandra Burns

## Planning Process

The Sayre Area School District administrative staff began attending Comprehensive Planning sessions provided by the Intermediate Unit 17 in the summer of 2013. These sessions helped build our understanding of the goals and expectations for this continuing process. It was critical to our process that our educational community has background knowledge and understanding of our student assessment data and common core standards.

We were then able to begin the Comprehensive Planning Process in the Sayre Area School District with the establishment of key educational leaders from all stakeholder groups. Members selected for this committee were individuals who not only represent various subgroups and professional learning communities but are highly knowledgeable of the Pennsylvania Common Core Standards and Multiple Measures of Data Analysis. Our overarching goal will be to develop a guiding document as we make critical decisions that will address our district needs.

By the end of the 2013-14 school year, the team had established the district mission, vision, and impact statement as well as the goal areas for the plan. Key leaders were selected to work collaboratively over the summer months to complete specific areas of the plan. A September meeting was scheduled for all members of the planning committee to review and discuss all parts of the plan. Three members were then identified to make revisions and serve as the principle writers within the group. Communication during the summer months was done electronically. The team will meet in September to review and finalize the plan. The plan will be presented to the entire professional staff, school board members, and parent/teacher organization during the month of October. Other stakeholder groups will be invited to attend these meetings or read the document when it is open for public view on October 13, 2014.

## Mission Statement

Educating today's students for tomorrow's world.

## Vision Statement

Working collaboratively, we inspire a passion for learning, a commitment to excellence, and a respect for individuals as we prepare our students to face ever-changing global demands.

### OUR:

- Schools are student-centered, research and data driven, and future focused.
- Challenges and successes are used as a catalyst for future growth, improvement and change.
- Schools focus on all students.
- District utilizes standardized, state-of-the-art technology.
- Curriculum, instruction, and assessment are continually evolving to ensure alignment with academic standards.
- Schools use best instructional and assessment practices.
- District provides schools and resources that support proper programming, pre-K through adult.
- Schools, parents, and community work together to provide well rounded educational opportunities.

## Shared Values

The following shared values are built around the concept that all students can reach proficiency with support.

- The District is committed to providing a safe and respectful environment for all.
- All staff will work cooperatively with parents, students and community in a combined effort to increase and support student learning.
- Differentiated instruction will be based on on-going assessment data and the application of research-based instructional strategies to meet the needs of every learner.
- District decisions will be based on student performance data to ensure that students demonstrate their highest levels of proficiency.
- All students bring diverse backgrounds requiring differentiated approaches to teaching and learning.
- Classroom instruction must be engaging, purposeful, and relevant.

- Effective educators employ best practices and nurture a culture conducive to student learning and continuous professional growth.
- Education is enhanced when there is collaboration, open communication, and shared responsibility among stakeholders; students, parents, faculty, staff, administrators, school board, and community members.

## **Educational Community**

The Sayre Area School District is comprised of Sayre Borough, South Waverly Borough and Litchfield Township. The district is located on the Pennsylvania – New York State border mid-way between Towanda, Pennsylvania and Elmira, New York. It is generally considered to be an industrial-business area within a rural county.

Originally inhabited by Connecticut Yankees, the area retains much of the New England flavor. Architecture varies from colonial to modern. Homes are available in all settings – somewhat urban, suburban and rural. Within the area are churches of many denominations, which offer various religious activities. The schools provide a focal point for community activity and recreation. Situated near the Finger Lakes region of New York and the scenic Endless Mountains of northeastern Pennsylvania, the Sayre area offers innumerable opportunities for recreation, family relaxation and travel.

Guthrie Healthcare System, which combines Robert Packer Hospital and Guthrie Clinic Ltd. into a single medical facility, is one of the most renowned medical facilities in the Continental United States.

More than 150 persons are employed by the district with two thirds of them being professional staff members. The district budget is approximately \$18,000,000 based on real estate taxes, wage tax, and an occupation tax. The estimated market value of the district is about \$265,000,000.

Some 7,888 persons reside in the district and two elementary buildings and one junior-senior high school serve approximately 1100 pupils.

### Elementary

Litchfield Township (K-4)

Constructed: 1967

Enrollment: 95

The Litchfield Elementary building is a traditional architectural configuration with emphasis on both group and individualized instruction. It has been idled since the 2011-12 school year.

H. Austin Snyder (K-6)

Constructed: 1973

Enrollment: 630

The Snyder Elementary facility represents a cooperative teaching concept in open space classrooms.

The Sayre Area School District offers Title I services at the elementary level. An early childhood program is offered at the K-4 program and targeted assistance is offered for grades Kindergarten to grade 5 in reading and language arts.

### Secondary

Junior-Senior High School (7-12)

Constructed: 1928 Remodeled: 1970

Enrollment: 470

The Junior-Senior High School is administered by a full-time Principal and Assistant Principal.

High school students who wish to take vocational training may enroll in the Northern Tier Career Center which is located in North Towanda. The Career Center offers a variety of training programs which focus on job readiness and training. Their programs include auto body, auto mechanics, building construction, commercial driver's license, cosmetology, health assistant, medical office assistant, welding and precision machining. The Center also offers a highly reputable LPN program as well as some other evening adult courses.

The central office staff includes the Superintendent, Special Education Coordinator, Business Manager and various secretaries/clerks.

### **Sayre Jr.-Sr. High School**

Sayre Area School District and Sayre Area High School have a rich history. The present high school building was erected in 1928 and 1929 with additions and remodeling completed in the late 1960s and early 1970s. The community gave its swimming pool to the Sayre Area School District in 1951. The first high school building was actually constructed in 1891 and 1892 and renovated with an annex in 1897. It was a recreation center and later became a 4-6 Elementary School.

Although Sayre Area High School is steeped in tradition as the architecture of its building indicates, the exterior quality of its facilities and the instruction that are and have been provided inside its walls are always state-of-the-art and uncommonly innovative. In fact, even the method of financing the construction of the present high school was so unusual at the time that it needed to receive court approval.

As you might expect from the above, Sayre Area High School features education that is a blend of the traditional secondary program and cutting edge instructional practices. Sayre High School is a small 7-12 high school which operates much like an extended family for its students and focuses on both academic and social development.

Graduates of Sayre Area High School are expected to successfully complete 24-1/4 credits of study and a senior project. Graduation credits and expectations are reviewed frequently and may change with board approval. These 24-1/4 credits must include the following:

English - 4 credits  
 Social Studies - 4 credits  
 Mathematics - 3 credits  
 Science - 4 credits  
 Health and Physical Education - 2-1/2 credits  
 Driver Education - 1/4 credits  
 Arts and Humanities - 2 credits  
 Electives - 4 credits  
 Microsoft Office - 1/2 credits

Technology is a critical part of secondary education and is provided through six computer labs and a computer in each classroom for teacher use. A student grade report and lesson program is maintained for parent electronic access to their child (ren)'s school work and academic progress. In addition, Sayre Area High School incorporates an academic enhancement period in its schedule to assist struggling students.

In addition to the standard honors, college preparatory, and general programs, Sayre Area High School offers accelerated college education (ACE) courses and advance placement (AP) courses as well as a vocational-technical curriculum. Students can receive college credit for ACE and AP courses. For students interested in engineering, Sayre Area High School offers a pre-engineering and engineering technology program jointly with a neighboring school district. A limited business education program is also offered, and students may mix and match courses to their needs as long as they meet the graduation requirements specified above. Because Sayre Area High School is a small secondary school, students can easily become involved in multiple co-curricular and extra-curricular activities at all grade levels (7-12).

### **H. Austin Snyder Elementary**

H. Austin Snyder Elementary School is the creation of its namesake, the beloved former Superintendent, H. Austin Snyder, who served Sayre Area School District from 1946 to 1976. The building was constructed in 1973 to consolidate the numerous small elementary schools within Sayre and to provide the most flexible classroom environment for implementing a variety of effective instructional techniques used at the time and those yet to be discovered. H. Austin Snyder is a flexible or open space school with grade level pods arranged around a central library/media center. Each pod supports four classes at the same grade level except for kindergarten and the pre-kindergarten Ready 4 classes. Kindergarten is divided into two pods with two classes in each pod and the Ready 4 class is self-contained in its own classroom.

Approximately 630 students are enrolled in a complete all-day kindergarten through sixth grade (K-6) program. The Ready 4 program is federally funded and services a number of our district's four year olds based needs.

Programs include art, music, physical education, learning support, enrichment, library, speech, computers, and Title 1 Reading in addition to our general academic program. H. Austin Snyder

Elementary School also contains an outdoor environmental center constructed by students, staff, and volunteers.

H. Austin Snyder Elementary School is a close-knit, family-oriented school known for its positive, friendly atmosphere and the caring concern of the faculty and staff. Teachers welcome parent participation and encourage parents to keep the lines of communication open at all times in order to promote a positive working relationship between home and the school. The parents of the community are actively involved in supporting their children through a classroom volunteer program and through the Parent Teacher Group. Together, the students, parents, and staff of the H. Austin Snyder Elementary School work as a team to maximize wholesome development and success which is supported by its flexible space design.

H. Austin Snyder Elementary School has served the valley for many years as a community resource with its winter walking program and its David Port Community Room.

**Litchfield Elementary--idled since the 2011-2012 school year**

Litchfield Elementary is a small rural school in Litchfield Township. It is located in Bradford County, Pennsylvania, south of the New York border, and across the Susquehanna River from the borough of Sayre. The school is situated on about 100 acres of former farmland with a wooded area that became the Satterlee Creek Environmental Center in 1998.

Originally, Litchfield had a number of one-room schools located throughout the township. In 1926, they were closed and consolidated into one school built in Litchfield Center. This school was for children in grades 1-8. By 1967, the township had become a part of the Sayre Area School District. A new school was built in the township on the Cotton Hollow Road near the intersection with Hill Road. It is a one-story, red brick building with K-6 classrooms, cafeteria/gym, library, health room and office. In 1986, the administration moved grades 5 & 6 to the Snyder Elementary School on Keystone Avenue in Sayre. Children from Litchfield Township, along with some children from Sayre Borough, continued to be taught in the K-4 self-contained classrooms.

## Planning Committee

Name	Role
Charles Carver	Business Representative
Mary Cole	Secondary School Teacher - Regular Education
Regina Edgerton	Ed Specialist - School Counselor
Tricia Francishelli	Special Education Director/Specialist
Colleen Hanafin	Parent
Dayton Handrick	Administrator
Sharon Hildebrandt	Elementary School Teacher - Regular Education
Dean Hosterman	Administrator
David Johnston	Middle School Teacher - Regular Education
Dave Kinsley	Secondary School Teacher - Special Education
Colleen Lewis	Parent
Samuel Moore	Community Representative
Michelle Murrelle	Administrator
Rick Rava	Administrator
Stacy Richmond	Ed Specialist - School Counselor
Paul Stropko	Elementary School Teacher - Special Education
Michael Viselli	Business Representative
Deborah Wheeler	Community Representative

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

N/A. At this time no areas are defined as needs improvement or non-existent.

**Elementary Education-Intermediate Level**

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

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

N/A. At this time no areas are defined as needs improvement or non-existent.

**Middle Level**

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

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

N/A. At this time no areas are defined as needs improvement or non-existent.

### High School Level

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

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

N/A. At this time no areas are defined as needs improvement or non-existent.

### *Adaptations*

#### Elementary Education-Primary Level

- Arts and Humanities
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

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

- Arts and Humanities
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### **Middle Level**

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

### **High School Level**

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

Explanation for any standards checked:

The Sayre Area School District has worked to align both math and reading curriculums to the recently released PA Core Standards. We have accessed and utilized the SAS portal, including the district-wide use of SAS modules for ELA and Math . This mapping and evaluation of changes will continue over the course of the 2014-15 school year and beyond as we evaluate the effectiveness of the changes.

The district has also implemented Collins Writing district wide to incorporate the cross-curricular literacy focus required by the PA Core Standards in grades 6-12. The implementation of the strategies will continue over the course of the years covered by this plan. Curriculum teams will continue to assess, evaluate and revise the strategies and their effect on our students' literacy.

## Curriculum

### *Planned Instruction*

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

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

At the time of the plan's authoring, no areas are completely accomplished.

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

At the time of the plan's authoring, no areas were designated as needs improvement or non-existent.

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

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

At the time of the plan's authoring, no areas are completely accomplished.

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

At the time of the plan's authoring, no areas were designated as needs improvement or non-existent.

### **Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

At the time of the plan's authoring, no areas are completely accomplished.

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

At the time of the plan's authoring, no areas were designated as needs improvement or non-existent.

### **High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

At the time of the plan's authoring, no areas are completely accomplished.

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

At the time of the plan's authoring, no areas were designated as needs improvement or non-existent.

### *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.

Sayre Area School District strives to provide quality education to all students. Our alignment to the Pennsylvania Common Core Standards has developed a more rigorous core curriculum in English Language Arts and in Math. Within the core, we will continue to address the following variables: teacher, content, learner, instructional, and assessment. The curriculum will be designed for all learners and specific interventions will be evident within the student learning maps so that differentiation can be provided for all types of learners. We utilize an inclusion model to include special education students as often as possible and our learning support teachers work closely with regular education teachers to make sure our special needs students' needs are met.

Intervention programming and strategies may include, but are not limited to, Learning Focused Schools, Wilson Reading curriculum, Kurzweil, Read Naturally, tutoring, Aleks math, VLINC, and Blended Schools are a few of the intervention programs offered to students. These programs supplement the general education curriculum and are provided to students with or without an IEP. Many students benefit from the academic enhancement period at the end of each school day at Sayre Jr./Sr. High School. This thirty minute block is used for intervention and remediation four days each week. Students can be assigned to a class for additional instruction or can elect to attend a tutorial where they feel they need the extra help. Special education teachers use strategies and supportive measures across all courses and content areas. Special Education, English Language Learners, and Title I goals are aligned with general education literacy and math instruction to provide a consistent, integrated approach. Collins Writing strategies are utilized by all staff, including our special education teachers, to help special education students further develop extended thinking strategies across all curriculum areas. Data-based decision protocols will be used consistently to guide student placement into differentiated intervention and instruction.

## Instruction

### *Instructional Strategies*

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

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

- Administrators

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

The Sayre Area School District has recently adopted the Danielson rubric and instruction observation as required by Act 82. This rigorous process includes pre and post conferences as well as focused teacher self-evaluation. The result is a process that is a collaborative coaching model with an emphasis on continuous improvement. Walk throughs are used to collect data on various needs as identified by both district administrators, our student data, and outside consultants.

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

At this time the Sayre Area School District does not have building supervisors, department supervisors, or instructional coaches. As a result, we are unable to incorporate them into lesson plan review or as part of the strategies for improvement. In order to improve instruction, the administrative team participated in an approved course designed to help facilitate coaching conversations through the observation process to improve instruction in all of our classrooms.

## *Responsiveness to Student Needs*

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

<b>Instructional Practices</b>	<b>Status</b>
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 less than 50%, unknown or NA.)

*This narrative is empty.*

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

<b>Instructional Practices</b>	<b>Status</b>
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 less than 50%, unknown or NA.)

*This narrative is empty.*

**Middle Level**

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

If necessary, provide further explanation. (Required explanation if column selected was less than 50%, unknown or NA.)

*This narrative is empty.*

**High School Level**

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

If necessary, provide further explanation. (Required explanation if column selected was less than 50%, unknown or NA.)

*This narrative is empty.*

## *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.

In the Sayre Area School District, new employee advertisements are posted/placed in local and maybe posted in national publications as well as educational circulars. Both digital and traditional forms are used to attract the most highly qualified, effective candidates. The Sayre Area School District developed a plan to assure compliance with No Child Left Behind and the requirements to employ only Highly Qualified teachers and para-professionals effective 2005-2006 school year. After the 2005-2006 school year the credentials of all teachers and para-professional employees must be verified as Highly Qualified with official documentation. This is documented by the Secretary to the Superintendent. Recruitment and selection of new teachers involves a multi-step plan before teachers are invited to participate in an interview. An administrative team reviews all applicants with previously determined criteria used for interview selection. Proper certification is just one of the items required from all prospective professional employees. An interview team is established and includes teachers, administrator(s), school specialists, and department heads. An administrator is appointed as the team leader and provides the interview team training, guidelines, and protocols. The interview questions that are selected are behavioral based and are designed to determine the candidate's knowledge about instruction, differentiation, assessment, and student engagement.

Once hired, our new teachers are provided a teacher mentor. We select master teachers within our district to serve in this capacity. Our New Teacher Induction Plan outlines and provides high quality training that emphasizes response to individual learning needs and differentiation. Professional employees receive extensive training in ways to differentiate instruction so that students achieve proficiency. All teachers are expected to possess high levels of knowledge and ability in the ways to differentiate instruction to meet the needs of all learners.

## Assessments

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 13-14</b>	<b>SY 14-15</b>	<b>SY 15-16</b>	<b>SY 16-17</b>	<b>SY 17-18</b>	<b>SY 18-19</b>
Total Courses	28.00	28.00	28.50	28.50	28.50	28.50
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	4.00	4.00	4.50	4.50	4.50	4.50
Physical Education	4.00	4.00	4.00	4.00	4.00	4.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00	2.00	2.00	2.00
Electives	6.00	6.00	6.00	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00	70.00	70.00	70.00

### *2014 Graduation Specifics*

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

#### **Reading**

- Local Assessments aligned with State Standards

#### **Writing**

- Local Assessments aligned with State Standards

#### **Mathematics**

- Local Assessments aligned with State Standards

### *Local Assessments*

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

### *2015 and beyond Graduation Requirement Specifics*

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

#### **English Language and Composition**

- Independently validated local assessments.

#### **English Literature**

- Independently validated local assessments.

#### **Mathematics**

- Independently validated local assessments.

#### **Science & Technology**

- Independently validated local assessments.

#### **Environment & Ecology**

- Independently validated local assessments.

## 2017 and beyond Graduation Requirement Specifics

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

### Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.

### American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.

## Methods and Measures

### Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone Exams			X	X
PASA		X	X	X

### Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X			
Study Island Benchmarks		X	X	
4Sight	X	X		
USA Test Prep				X

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Exit Tickets	X	X	X	X
Type 1 & 2 Collins Writing	X	X	X	X
Progress Monitoring	X	X	X	X
Distributed Summarizing	X	X	X	X
Running Records	X	X	X	
Response Cards/Polling	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
CDT			X	X
Running Records	X	X	X	

### Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

ELA and Math Instructors will begin the process of developing common formative and summative assessments for courses and grade levels during the 2014- 2015 school year. We will continue to delve into the data results of our benchmark assessments on the district data analysis days. In addition, we will continue to work with an independent outside consultant to align our curriculum and assessments to the PA Core Standards. This will also include an analysis of writing across all grade levels and content areas with a Collins Writing consultant.

### Development and Validation of Local Assessments

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

The Sayre Area School District has a Local Assessment Plan and Assessment Calendar. The Benchmark, Summative and Diagnostic Assessments that are currently in use are nationally normed. The process for developing our local Formative and Summative assessments is continuing as we work with an independent outside consultant to align our curriculum and assessments to the PA Core Standards. This will also include an analysis of writing across all grade levels and content areas with a Collins Writing consultant.

### *Collection and Dissemination*

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

Our district's administrative team works together to analyze all data that we receive from the state assessments as well as data collected locally. Building level principals also meet with an outside consultant for independent analysis of buildings' performances. Grade level teams meet at both the elementary and secondary level to look at student assessment data. Teachers also meet by content area to plan based on student assessment data.

### *Data Informed Instruction*

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

The district works closely with all schools and as we are a small district, there is an emphasis on constant improvement regardless if annual targets have been met or not yet achieved. Continuous analysis of data is an important part of the decision making process. We are always working through the cycle of collecting data, discussing and analyzing data, designing a plan to improve, implementing and monitoring the plan before repeating the steps.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		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.

Student assessment data is carefully analyzed by grade level and department teams to identify individual student strengths and weaknesses as well as larger patterns of strength and need across groups of students. Teams look to make instructional adjustments based on their analysis. There is a constant emphasis on improvement regardless of if assessment indicates we have met annual targets or not yet achieved them. We are constantly working

through the cycle of collecting data, discussing and analyzing data, designing a plan to improve, implementing and monitoring the results of the plan before repeating the entire process.

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

As PA assessment anchors are not as detailed in the early primary grades, we do not report out in that fashion at the primary level. Instructors at these grade levels focus on preparing students for the third grade assessments and making sure students are poised for success at the upper grade levels.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings				
Letters to Parents/Guardians		X	X	X
Local Media Reports		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
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The Sayre Area School District strives for transparency in communicating summative assessment results, specifically the state assessments which include the PSSA and Keystone Exams. The district website provides additional information about these assessments for parents. District dissemination of results is planned by the administrative team each summer. The plan includes multiple distribution methods, timelines and individual responsibilities.

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

The release date of state assessment results prevents us from including them in some methods of communication, such as student handbooks. We are constantly looking for new ways to communicate the results and may incorporate the ones not utilized in future communications.

## 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 works closely with all schools and as we are a small district, there is an emphasis on constant improvement regardless if annual targets have been met or not yet achieved. Continuous analysis of data is an important part of the decision making process. We are always working through the cycle of collecting data, discussing and analyzing data, designing a plan to improve, implementing and monitoring the plan before repeating the steps.

### *Programs, Strategies and Actions*

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

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

While we do not have a school resource officer, our local police department are frequently in our district's buildings. They have pass keys for the High School and are welcome to walk through at any time. They have keys to the elementary building and they are also in the building often conducting the DARE program.

### *Identifying and Programming for Gifted Students*

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

The Sayre Area School District utilizes a group screening process to identify children who may display gifted qualities beginning in second grade. Following the screening process, students who demonstrated exceptional qualities are referred to the school psychologist for further evaluation. Kindergarten and first grade students are referred by parents and/or teachers on an as needed basis. The District uses multiple criteria to determine eligibility for the Gifted Program. The criteria include scores on standardized measures of cognitive ability and achievement (including the areas of reading, writing, and math), teacher ratings regarding the acquisition and retention of knowledge, as well as gifted attributes using a standardized rating scale. Students are required to obtain a pre-determined number of points outlined on the criteria sheet in order to be determined eligible for the program. Gifted students are offered individualized programming outlined in the Gifted Individual Education Program (GIEP). Students work toward goals that have been outlined to meet their individual needs, and to develop high order thinking skills. When needed, specially designed instruction is also offered within the regular education classroom. Additionally, at the secondary level, students are also given the option to include Advanced Placement and/or Honors courses in their schedule. Advanced Placement and Honors courses are offered in grades eleven and twelve. The District also offers ACE courses, which allow students to accumulate college credit at a local community college.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling		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	X
Coaching/Mentoring			X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum				
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning				
Nutrition				
Orientation/Transition	X	X	X	X
RtII				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The district periodically reviews the developmental services we provide and if necessary incorporates additional services for students' needs.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

As of the authoring of this plan, the elementary SAP team is going through training and beginning the process of having an active SAP team.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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

Explanation of consultation and coordination services:

The district strives to communicate between all stakeholders within our community to ensure students' needs are met.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
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				
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				
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

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

- Quarterly

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

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

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

Collaboration occurs formally each month at all levels between special education, Title I, and other student assistance programs with the regular education teachers. This can also happen on an informal basis daily or as needed. Each building has a Core Team that includes administration, parents and other key members of our staff that work with the student. The team meets to discuss at risk students and develops a support plan when necessary.

### *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 provides parents with the opportunities to alter their assigned residential bus stop in order to accommodate before and after school childcare needs. In the event the parent needs to alter their childcare plan, the school district's office staff works with the parent in order to make arrangements with the child's teacher in order for the student to arrive at the correct before and after school pick up/drop off location. The school district also assists parents with the registration process at the Bradford County Assistance Office.

### *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.

The district has developed and implemented a systemic procedure for receiving records regarding children served, which are transferred to the school district, with parental consent, from early childhood development programs. This process provides the school district with the opportunity, with input from the parents, to discuss and develop appropriate services, when necessary, into the child's kindergarten program (I.e, speech, PT, OT services, etc.) The district also has established channels of communication between school staff and their counterparts, including teachers, social workers, and health staff, in Head Start and other entities to carry out early childhood development programs. The district conducts meetings, involving parents, kindergarten or elementary school teachers, and Head Start teachers, or if appropriate, teachers from other early childhood development programs, to discuss the development and other needs of the student/students who will be attending our school.

The district also provides a Ready 4 prekindergarten program for qualifying four year olds through the district's Title I funds. The Ready 4 and kindergarten students and parents are invited to attend an Open House Night before school starts in the fall. During this time, school rules, policies, and procedures are reviewed with the incoming students and parents. In addition, students and parents visit their classrooms and have the opportunity to meet with their teacher. This Open House provides the students the opportunity to become familiar with the school before the first official school day. It has provided our parents and students with a much easier transition and has lowered the separation anxiety that is often felt by parents and students on the first day of school.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

*This narrative is empty.*

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

*This narrative is empty.*

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

*This narrative is empty.*

**Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

*This narrative is empty.*

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

*This narrative is empty.*

**High School Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

*This narrative is empty.*

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

*This narrative is empty.*

## *SAS Incorporation*

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Not Applicable
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler through Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected

Our teachers are using the SAS Common Core Standards and SAS Academic Standards modules, resources, and frameworks for helping us make the shift to the Pennsylvania Common Core where applicable. We will continue to provide teachers access to this by continuing to embed this into our professional development opportunities in the 2014-2015 school year and beyond.

**Elementary Education-Intermediate Level**

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

Further explanation for columns selected

Our teachers are using the SAS Common Core Standards and SAS Academic Standards modules, resources, and frameworks for helping us make the shift to the Pennsylvania Common Core where applicable. We will continue to provide teachers access to this by continuing to embed this into our professional development opportunities in the 2014-2015 school year and beyond.

### Middle Level

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

Further explanation for columns selected

Our teachers are using the SAS Common Core Standards and SAS Academic Standards modules, resources, and frameworks for helping us make the shift to the Pennsylvania Common Core where applicable. We will continue to provide teachers access to this by continuing to embed this into our professional development opportunities in the 2014-2015 school year and beyond.

### High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Level of Implementation is Unknown
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Level of Implementation is Unknown
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Not Applicable
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Level of Implementation is Unknown
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	Level of Implementation is Unknown

Further explanation for columns selected

Our teachers are using the SAS Common Core Standards and SAS Academic Standards modules, resources, and frameworks for helping us make the shift to the Pennsylvania Common Core where applicable. We will continue to provide teachers access to this by continuing to embed this into our professional development opportunities in the 2014-2015 school year and beyond.

## Professional Education

### *Characteristics*

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

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

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

Professional Development in the Sayre Area School District is designed so that educators recognize themselves as learners and part of a professional learning environment where high outcomes for students are supported by continuous, focused, rigorous, data driven opportunities for teachers and administrators. District level professional development, building based trainings, and working towards professional learning communities will focus on five goal areas during the 2014-2015 school year and beyond. These goals and supportive action plans can be found in both the Sayre Area School District Comprehensive Plan.

- Develop a curriculum in English/Language Arts, Science and Social Studies that is aligned to the Pennsylvania Common Core Standards.
- Develop a curriculum in Math that is aligned to the Pennsylvania Common Core Standards.
- Establish consistent and pervasive instructional practices across all classrooms.
- Gather, analyze and properly use data to increase student achievement.
- Prepare educators to teach effectively through a differentiated model.

District administrators are scheduled to attend Pennsylvania Inspired Leadership courses as well as other approved leadership opportunities.

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

N/A--no unselected strategies.

### *Strategies Ensuring Fidelity*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Professional development will be differentiated to meet the needs of each educator, grade level and content area. These layers of support for teachers will ensure a consistent and pervasive implementation of new initiatives. Monthly data analysis team meetings will focus on the most current formative, diagnostic and benchmark assessment data. This year we will begin using the Assessment Cycle Format as found in the Classroom Diagnostic Tools Resources. The district teacher evaluation plan will use walkthroughs and the Danielson Model to determine the effectiveness of strategies that are implemented.

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

N/A--no unselected strategies.

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

Inductees will be matched with teacher mentors in their content area. Each checked item will be worked on by the mentor and inductee in both planned monthly meetings or on as an needed basis. The goals of the teacher inductee program are to reduce the intensity of the transition into teaching, help the inductee improve teacher effectiveness, and increase the retention of greater numbers of highly qualified teachers. The mentor will work with the inductee on the following competencies to reinforce and build strength in positive expectations, classroom management, lesson mastery, instructional delivery, data analysis, and professionalism.

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

N/A--no unselected strategies.

### *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.

Mentor teachers will be required to attend monthly meetings with inductees. They will also meet frequently to address the needs of the inductees, provide acclimation into the district, go over policies and procedures, check lesson plans, check classroom assessments and monitor their teaching to assess where help is needed in the classroom environment. Principals will also monitor all new teachers in their walk-throughs and observation processes to ensure a quality classroom teacher. Data analysis will be presented to the inductees district wide, in monthly meetings and with their mentor so they can understand how to adapt their teaching appropriately to the data presented to ensure success on the PSSAs/Keystone tests.

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

*This narrative is empty.*

### ***Mentor Characteristics***

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

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

Mentor teachers must have three years of successful teaching experience in the district, demonstrate competence in positive expectations, classroom management, lesson mastery, instructional delivery, data analysis and professionalism, have a positive attitude toward the teaching profession, and every effort is taken to match subject area(s) and/or grade level(s) appropriate to the inductee.

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

*This narrative is empty.*

### ***Induction Program Timeline***

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

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring Evaluating and Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The Induction program will be monitored and evaluated using the documentation and record keeping of both mentors and inductees. These records will be submitted to the Superintendent's Office and evaluated by the district's administrative team. The team will analyze feedback at minimum of once a year and make revisions to the induction plan if necessary.

### ***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 Administrator on the Application for Level 2 Certification.

## Special Education

### *Special Education Students*

Total students identified: **167**

### *Identification Method*

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

The Sayre Area School District is currently utilizing an ability - predicted achievement discrepancy model to identify students with specific learning disabilities. The district school psychologist conducts a comprehensive psycho-educational evaluation that investigates the scope and depth of each student's learning strengths and needs. The evaluation includes a comprehensive assessment of cognitive and developmental skills including visual attention, auditory attention, executive functions, language, sensorimotor skills, visuo-spatial skills, and memory (visual memory, auditory memory, and visual-auditory memory). In addition, the evaluation includes a comprehensive assessment reading, math, and written language skills. Special attention is given to explain how underlying psychological processes influence learning in each achievement area. Along with the multi-disciplinary team, a parent who may suspect their child has a learning disability may also notify the Special Education Office to request an evaluation. Once a signed Permission to Evaluate form is received, the school psychologist will observe, collect classroom and assessment data, and administer both cognitive and intellectual scales. The school psychologist will also use behavioral and adaptive functioning scales on students with issues in these realms.

When making a determination if a student has a learning disability, a multidisciplinary team determines that the academic problems are not the result of lack of instruction or other disabilities such as vision, hearing, speech, motor problems, mental retardation, emotional disturbance, cultural, environmental issues, or limited English proficiency. The determination is based on the student's failure to meet age or grade level standards in one of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, and mathematical problem solving. Along with these learning disability areas, students may qualify for special education services provided for by an IEP if the students' emotional disability impedes their ability to learn in a regular education setting.

Once the evaluation is complete, the results are discussed with parents and appropriate staff. If the student is found eligible for special education, an Individualized Education Plan

is developed. The IEP will outline and detail the specially designed instruction the student needs to benefit from the FAPE being offered to him/her at Sayre Area School District.

### *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>

### *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?

Sayre Area School District does not have any 1306 students.

### *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).

Incarcerated students are housed at the Bradford County Correctional Facility (Burlington, PA) in the Troy Area School District. The Intermediate Unit #17 provides educational services to incarcerated youths. The IU instructional staff monitors the information pertaining to students with disabilities who are assigned to the facility. We are notified by the Intermediate Unit when a student is incarcerated and actively participate in the process to provide FAPE to the student. We collaborate with the teacher, the IU, and the host district in order to maintain to the extent possible the student's current IEP.

### *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 Sayre Area School District maintains a strong commitment to serving students with disabilities in the regular education environment. The District ensures, to the maximum extent appropriate, that children with disabilities are educated with their nondisabled peers and that removal from the regular education environment only occurs when education in that setting with supplementary aides and services cannot be achieved in a satisfactory manner.

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

The Sayre Area School District utilizes technical assistance consultants to provide relevant training. Staff have access to a full range of ongoing professional development targeting data collection and analysis, alternative assessments, evidence-based practices, differentiated instruction, co-teaching, autism, positive behavior support, progress monitoring, special education paraprofessional competencies, curricular adaptations and modifications, and writing legally defensible IEPs.

### ***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 Sayre Area School District adopted a behavior management policy in compliance with Pennsylvania State Board of Education Regulations Chapter 14, Section 14.36 and the Pennsylvania Department of Education standards Chapter 343, Section 342.36. The behavior management policy advocates the use of a three tier hierarchical model based

upon the best practices cited in professional literature. The first level of the hierarchical model includes the implementation of effective classroom management strategies. The second level includes specific interventions designed for individual students. Individual behavior management plans are specifically designed for students with disabilities. The third level requires that the IEP team meet to discuss and revise the current behavior management plan. The IEP team further discusses the breadth and depth of supplemental aides and services required to support the student within general and special education settings.

For students identified with emotional or behavioral needs which are impeding his/her learning or disrupts the learning of others, a functional behavioral analysis will be completed and positive behavioral support plan will be developed. In addition, students may be supported within the general education setting at SASD given itinerant emotional support service and/or social work services weekly. These services are contracted by IU #17 and have demonstrated success with many of our identified and non-identified students who have these needs.

### *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.

Students with disabilities are educated in the least restrictive environment and may be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

Sayre Area School District uses a multi-disciplinary team approach to identifying the needs of students with special needs. FAPE is ensured of "hard to place" students by accessing all resources available through the district and at times, outside agencies and the IU.

Currently, students with emotional disturbance as an identification and need for support, are either supported through the district's contract with the IU for itinerant emotional

support or through a neighboring school district which provides full-time emotional support at their district. In addition, some students who needs are greater than what can be provided for at the district level, may get ES through the partial hospitalization program with education being provided by the IU.

Students with autism have also been hard to place. The majority of students with Autism from Sayre Area School District are provided FAPE through IU based programs or a local school district which offers Autism Support as a full-time placement.

All of these decisions are made considering LRE first and balancing the needs of the students as well as the teams consensus for providing FAPE in an environment best suited for hard to place students.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Sayre Area School District (SASD) provides programs and services in accord with the Individuals with Disabilities Education Act and PA Chapter 14 Special Education Programs for students with disabilities. It is this district's goal to provide FAPE in the least restrictive educational placement according to federal guidelines and mandates.

The following paragraphs will highlight SASD's special education programming strengths:

#### **Staff and Programming:**

The SASD special education department works to include all students within the regular education setting to the maximum extent possible. SASD implements inclusive practices for all students and works to reduce the amount of pull-out services to a minimum. The Special Education teachers and paraprofessionals are highly qualified in special education and the content areas they teach. There are certified Reading Specialists at the elementary and high school level who assist in intervening with struggling readers. These teachers help to maintain students in the regular education setting with Wilson curricular reading support as a level of reading intervention. In addition, the guidance counselors, school psychologists, and special education supervisor work together to identify at-risk students and support them with inclusive interventions prior to a complete special education psychological evaluation when possible. Once a student is identified as being in need of specially designed instruction, the student receives an IEP developed by an appropriate team including the parent(s) and student as valued, contributing members.

SASD uses a co-teaching model which supports the district's vision of inclusion. Special education teachers and regular education teachers co-taught classes in all content areas grades 1-12. Over 85% of the students identified with IEPs in our district benefitted from this inclusion model.

The SASD special education department is led by a certified Supervisor of Special Education

contracted by BLaST IU17. SASD also has a contracted school psychologist from IU17 to assist with psychological services and evaluations for district students. In addition, SASD contracts with IU17 for itinerant emotional support, hearing support, audio logical support, behavioral support, vision support, gifted support, and social work services.

SASD has certified Speech Therapist on staff to support all students needing speech and language services. Occupational and Physical Therapies are provided as related services. While it is the goal of SASD to provide FAPE in the student's home school district, there are some students who receive their education at other local school districts or approved private schools both in and out-of-state. Examples of such placements include Autistic Support, Emotional Support, Partial Hospitalization, Alternative Education, and multi-disabilities life skills classes.

### **Professional Development:**

Sayre Area School District is proud to provide quality instruction by teachers who are deemed highly qualified. The paraprofessionals who work with students are also considered highly qualified by state standards. In addition, the District provides tuition reimbursement so professionals can obtain higher education and certifications. All teachers acquire necessary Act 48 credits relating to their teaching assignments. Teachers are encouraged and rewarded for obtaining Masters degrees and graduate credits in education. Paraprofessionals are provided with yearly CPR and First Aid training at no cost to the staff. The District provides on-going professional development through in-service days, onsite professional development, as well as opportunities for growth offered through PDE, PaTTan and the local IU#17.

### **Child Find:**

The district participates through our local intermediate unit, BLaST IU #17 to complete Child Find activities on an annual basis. In addition, Sayre Area School District has developed policies in accordance with federal and state regulations and guidelines to ensure the provision of a free and appropriate public education to all school-age children, including those with disabilities. The District provides appropriate special education programs, related services, and early intervention programs that are:

- provided at no cost to parents
- provided under the authority of a school entity, directly by referral or by contact
- individualized to meet the educational or early intervention needs of the child
- reasonably calculated to yield meaningful educational or early education benefits and progress
- designed to conform to an Individual Education Program (IEP)

SASD has procedures in place to screen and identify students of have special needs. All students are screened at Kindergarten registration using assessment tools by trained professionals in the areas of hearing, vision, speech, and potential for learning. If a

disability or area of concern is suspected, a referral for a complete evaluation or further assessment is discussed and presented to the parents of the student. Furthermore, if parents suspect their son/daughter has a disability, a request for a school evaluation can be made by the parent. Screening of children using immediately available resources and data such as health records, report cards, attendance reports, enrollment records, etc. are tools the District use to help identify children with special needs. Screening of children helps the District to determine which students need further assessment and which students may benefit from regular education interventions without the special education identification.

### **Identification and Evaluation Process:**

Sayre Area School District has an evaluation process in place. The procedure for referring students is outlined so teachers were more familiar and comfortable with the procedure. If a teacher or staff has a concern about learning, emotional, or behavioral need which is impacting that student's learning or functioning at school, the teacher should refer the student to the Supervisor of Special Education. The Supervisor of Special Education then collects important data, including parent and teacher input, and reviews this with building principals and a school psychologist to determine whether a complete evaluation is necessary. Supportive interventions and teaching strategies may be tried in the interim or in lieu of a complete evaluation. The district's school psychologists conduct a complete evaluation with varied assessment tools and diagnostic instruments to determine special education eligibility.

### **Intervention Strategies and Programs:**

Sayre Area School District strives to provide quality education to all students. Intervention programming and strategies including Learning Focused Schools, Wilson Reading curriculum, Kurzweil, Read Naturally, tutoring, Aleks math, VLINC, and Blended Schools are a few of the intervention programs offered to students. These programs supplement the general education curriculum and are provided to students with or without an IEP. Many students benefit from the tutorial period at the end of each school day at Sayre Jr./Sr. High School. This thirty minute block is used for intervention and remediation four days each week. Students can be assigned to a class tutorial for additional instruction or can elect to attend a tutorial where they feel they need the extra help. At the elementary level, students in grades 4-6 have tutorial periods available to them for 30 minutes at the end of the school day. Students who attend tutorials have demonstrated an increase in academic achievement compared to students who struggled with the same content but elected to not attend tutorial.

### **Community/ Parent Involvement:**

Sayre Area School District is extremely involved in the educational process of their youth. The parental support system is reinforced by various parent trainings that are offered

throughout the school year. Parent involvement is encouraged in the student's educational planning and support thereof. Meetings for students are scheduled to accommodate the needs of parents. Parents may invite outside service agencies/ providers, consultants, or other family members to attend educational planning meetings or reviews. The district also encourages parents to volunteer in district classes and activities.

**Transition:**

The Sayre Area School District is devoted to preparing students for the transition to adult life. We provide a continuum of services to support students as they prepare for adult life. Our Career Development Council provides job shadowing, speakers, and career fairs to students with disabilities and nondisabled students. Our Career Counselor provides one-to-one support in preparing students with disabilities with resumes, job applications, and job hunting skills. We also have a Transition Council that includes representatives from local agencies who meet with students and their parents for the purpose of transition planning. The council includes representatives from the Office of Vocational Rehabilitation, Mental Health/ Mental Retardation, Futures Community Services, Northern Tier Career Center, Penn York Opportunities, and other agencies as needed (i.e., military recruiters, adult literacy coordinators, and medical assistance/social security representatives). The purpose of the council is to insure that both students and parents have the information required to make informed decisions about the services available to them after graduation.

In addition, we participate in a county-wide Transition Council so that our students may participate in a variety of services offered in our county. For example, our students participate in an "Experience Transition to College Program" that offers students an opportunity to acquire self-advocacy skills and a better understanding of how to access educational resources in college. Our students also participate in a "Transition Fair" that offers information to students about colleges, vocational training programs, and employment opportunities. We also provide services to students who have been struggling to find part time employment after school. We contract with local agencies to provide students with job coaching services. The job coaches assist the students with completing and submitting applications, shadowing various jobs, and participating in internships within local businesses.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Special Education Assurances

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

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

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

*There are no facilities.*

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Athens Area School District	Neighboring School Districts	Life Skills Support Services	1
Athens Area School District	Neighboring School Districts	Emotional Support Services	1
Binghamton University of New York	Out-of-State Schools	Autism Support Services	3
Private Home	Instruction in the Home	Multiple Disabilities Support Services	2
Bradford County Partial Hospitalization Program	Other	Emotional Support Services	3
Penn York Opportunities	Other	Transition Service	4
Serve, Inc.	Other	Transition Service	2
Athens Area School District	Neighboring School Districts	Multiple Disabilities Support Services	1
Deveraux Residential Facility	Other	Residential Facility	1
Monroeton Alternative Education	Other	Alternative Education Setting	1
Futures	Other	Training	1
Towanda Area School District	Neighboring School Districts	Autism Support Services	3
Towanda Area School District	Neighboring School Districts	Life Skills Support Services	1
Blast IU#17	Other	On Line Learning - VLINC	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	8	1

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

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

### Program Position #3

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	10	1

### Program Position #4

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	16	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	16	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	19	1

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sayre Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sayre Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	8	1

Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward goals is not impeded.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sayre Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	10	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sayre Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	14	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sayre Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	12	1

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sayre Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	12	1

**Program Position #13***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Snyder Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	5 to 13	38	0.5
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward goals is not impeded.							

**Program Position #14***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sayre Area School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 13	6	0.25
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward goals is not impeded.							
Sayre Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 21	7	0.25
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward goals is not impeded.							

**Program Position #15***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sayre Area School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 13	5	0.5
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward goals is not impeded.							

**Program Position #16***Operator:* School District**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Sayre Area School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 21	40	1
Justification: Age variance is documented in IEP's, scheduling minimizes overlap, and progress towards goals is not impeded.							

**Program Position #17***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Sayre Area School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 10	2	0.5
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward goals is not impeded							



# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

We are a district that remains committed to constantly analyze and apply student assessment results from multiple sources. We are proud of our graduation rate, attendance, and student achievement on select assessments. We remain concerned about our PVAAS growth indicators, IEP student achievement, and certain grade level and subject area assessments. One example of an area we have targeted is our focus on the transition from our elementary to our junior-senior high school and insuring that students do not regress through the transition.

## District Accomplishments

### Accomplishment #1:

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In 2013, Sayre Area School District students in grades 4, 5, and 6 exceeded the average state performance in mathematics.

### Accomplishment #2:

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In 2013, Sayre Area School District students in 6th grade exceeded the average state performance in reading.

### Accomplishment #3:

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In 2013, Sayre Area School District students in grades 5 and 8 exceeded the average state performance in writing.

### Accomplishment #4:

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In 2013, student attendance at the Sayre Area School District exceeded the state average for attendance.

### Accomplishment #5:

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In 2013 the district's graduation rate exceeded the state average, despite going to the more challenging cohort graduation rate.

**Accomplishment #6:**

In 2013, student performance on the Literature Keystone exceeded the average state performance on the Literature Keystone Exam.

**District Concerns****Concern #1:**

In 2013, the IEP student subgroup failed to meet or exceed state averages in all assessed subject areas.

**Concern #2:**

In 2013, students in grades 3, 7, and 8 failed to meet or exceed the state average in mathematics.

**Concern #3:**

In 2013, students in grades 3, 4, 5, 7, and 8 failed to meet or exceed the state average in reading.

**Concern #4:**

In 2013, students in grades 4 and 8 failed to meet or exceed the average state performance in science.

**Concern #5:**

In 2013, students enrolled in Algebra 1 failed to meet or exceed the average state performance on the Algebra 1 Keystone Exam.

**Concern #6:**

In 2013, students enrolled in Biology failed to meet or exceed the average state performance on the Biology Keystone Exam.

**Prioritized Systemic Challenges**

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

**Aligned Concerns:**

In 2013, the IEP student subgroup failed to meet or exceed state averages in all assessed subject areas.

In 2013, students in grades 3, 7, and 8 failed to meet or exceed the state average in mathematics.

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In 2013, students in grades 3, 4, 5, 7, and 8 failed to meet or exceed the state average in reading.

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In 2013, students in grades 4 and 8 failed to meet or exceed the average state performance in science.

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In 2013, students enrolled in Algebra 1 failed to meet or exceed the average state performance on the Algebra 1 Keystone Exam.

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In 2013, students enrolled in Biology failed to meet or exceed the average state performance on the Biology Keystone Exam.

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

**Aligned Concerns:**

In 2013, the IEP student subgroup failed to meet or exceed state averages in all assessed subject areas.

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In 2013, students in grades 3, 7, and 8 failed to meet or exceed the state average in mathematics.

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In 2013, students in grades 3, 4, 5, 7, and 8 failed to meet or exceed the state average in reading.

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In 2013, students in grades 4 and 8 failed to meet or exceed the average state performance in science.

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In 2013, students enrolled in Algebra 1 failed to meet or exceed the average state performance on the Algebra 1 Keystone Exam.

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In 2013, students enrolled in Biology failed to meet or exceed the average state performance on the Biology Keystone Exam.

**Systemic Challenge #3** (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

In 2013, the IEP student subgroup failed to meet or exceed state averages in all assessed subject areas.

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In 2013, students in grades 3, 7, and 8 failed to meet or exceed the state average in mathematics.

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In 2013, students in grades 3, 4, 5, 7, and 8 failed to meet or exceed the state average in reading.

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In 2013, students in grades 4 and 8 failed to meet or exceed the average state performance in science.

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In 2013, students enrolled in Algebra 1 failed to meet or exceed the average state performance on the Algebra 1 Keystone Exam.

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In 2013, students enrolled in Biology failed to meet or exceed the average state performance on the Biology Keystone Exam.

**Systemic Challenge #4** (*System #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

In 2013, the IEP student subgroup failed to meet or exceed state averages in all assessed subject areas.

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In 2013, students in grades 3, 7, and 8 failed to meet or exceed the state average in mathematics.

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In 2013, students in grades 3, 4, 5, 7, and 8 failed to meet or exceed the state average in reading.

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In 2013, students in grades 4 and 8 failed to meet or exceed the average state performance in science.

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In 2013, students enrolled in Algebra 1 failed to meet or exceed the average state performance on the Algebra 1 Keystone Exam.

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In 2013, students enrolled in Biology failed to meet or exceed the average state performance on the Biology Keystone Exam.

**Systemic Challenge #5** (*System #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

In 2013, the IEP student subgroup failed to meet or exceed state averages in all assessed subject areas.

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In 2013, students in grades 3, 7, and 8 failed to meet or exceed the state average in mathematics.

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In 2013, students in grades 3, 4, 5, 7, and 8 failed to meet or exceed the state average in reading.

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In 2013, students in grades 4 and 8 failed to meet or exceed the average state performance in science.

---

In 2013, students enrolled in Algebra 1 failed to meet or exceed the average state performance on the Algebra 1 Keystone Exam.

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In 2013, students enrolled in Biology failed to meet or exceed the average state performance on the Biology Keystone Exam.

**Systemic Challenge #6** (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

### Indicators of Effectiveness:

Type: Annual

Data Source: Danielson Effectiveness Rubric

Student assessment data

Specific Targets: Performance (rating of 2 or 3)

Student improvement on Keystone Exams or PSSA

### Strategies:

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

## *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

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

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

*PACC Standards Aligned Curriculum for English/Language Arts, Math, Science, Social Studies, Writing*

#### **Description:**

Across the district teachers in all content areas will work to incorporate PA Core Standards, including literacy standards across curriculum areas, through Collins Writing strategies. Implementation will improve not only writing skills but also students' critical thinking ability.

**Start Date:** 8/26/2014    **End Date:** 6/6/2017

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

#### **Supported Strategies:**

- Curriculum Mapping

## *Focused writing across all curriculum areas*

### **Description:**

Implementation of Collins Writing across all curriculum areas preK to 12.

**Start Date:** 3/17/2014    **End Date:** 6/6/2017

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

### **Supported Strategies:**

- Curriculum Mapping

**Goal #2:** 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 the consistent implementation of effective instructional practices across all classrooms in each school.
- 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 high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

### **Indicators of Effectiveness:**

Type: Annual

Data Source: Danielson Effectiveness Rubric

Walk through data

Student assessment data

Specific Targets: Performance (rating of 2 or 3)

Student improvement on Keystone Exams or PSSA

Student growth (as indicated by PVAAS)

## **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](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf) )

**SAS Alignment:** Instruction

### *Instructional Conversations*

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) ) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.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](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](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](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

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

#### *Establish Consistent and Pervasive Instructional Practices*

**Description:**

Provide evidence based instructional approaches for core instruction with a focus on differentiation, common vocabulary, and writing across all content areas.

**Start Date:** 8/20/2014    **End Date:** 6/6/2017

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

**Supported Strategies:**

- Instructional Coaching

**Goal #3:** Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Student assessment data

Specific Targets: Student improvement on Keystone Exams or PSSA

**Strategies:***Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, 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](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](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](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

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

#### ***Gather, Analyze and Properly Use Data Increase Student Achievement***

**Description:**

Skyward Data Warehouse System, Monthly Data Review using the Assessment Cycle Format, and Data Driven Instructional Changes

**Start Date:** 8/20/2014    **End Date:** 6/6/2017

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

**Supported Strategies:**

- Differentiating Instruction

#### ***Differentiating Instruction***

**Description:**

Through use of student assessment data, including progress monitoring, instruction will be at a student's instructional level.

**Start Date:** 8/20/2014    **End Date:** 6/6/2017

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

# Appendix: Professional Development Implementation Step Details

**LEA Goals Addressed:** #1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: Curriculum Mapping**

Start	End	Title			Description		
8/26/2014	6/6/2017	PACC Standards Aligned Curriculum for English/Language Arts, Math, Science, Social Studies, Writing			Across the district teachers in all content areas will work to incorporate PA Core Standards, including literacy standards across curriculum areas, through Collins Writing strategies. Implementation will improve not only writing skills but also students' critical thinking ability.		
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>E</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
	Administrative Team	6.0	5	85	Collins Education Associates, LLC	For Profit Company	No

**Knowledge**

Teachers will learn how to implement writing across all curriculum areas to improve writing skills, incorporate the new literacy standards required under the PA Core Standards and to increase students' critical thinking across all subject areas.

**Supportive Research**

No Child Left Behind requires that instructional programs be grounded in research and best practice methodology. The Collins Writing Program has been used successfully over the last twenty years by schools from Kindergarten to grade twelve, and has been effective with all types of students—special education, typical learners, gifted and talented, and English as a second language. The success of the program can be traced to its core elements using Cumulative Writing Folders, oral reading, focus correcting, and using past papers to teach new skills.

### 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:

- 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

- School Whole Group Presentation

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### 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)
- High (grades 9-12)

### Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

### 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 consistent implementation of standards aligned curricula across all schools for all students.**

**Strategy #1: Curriculum Mapping**

<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>		
3/17/2014	6/6/2017	Focused writing across all curriculum areas			Implementation of Collins Writing across all curriculum areas preK to 12.		
	<b>Person Responsible</b> Administrative Team	<b>S</b> H 6	<b>S</b> 5	<b>E</b> P 85	<b>Provider</b> Collins Education Associates, LLC	<b>Type</b> For Profit Company	<b>App</b> No

**Knowledge**

Teachers will learn how to implement writing across all curriculum areas to improve writing skills, incorporate the new literacy standards required under the PA Core Standards and to increase students' critical thinking across all subject areas.

**Supportive Research**

No Child Left Behind requires that instructional programs be grounded in research and best practice methodology. The Collins Writing Program has been used successfully over the last twenty years by schools from Kindergarten to grade twelve, and has been effective with all types of students—special education, typical learners, gifted and talented, and English as a second language. The success of the program can be traced to its core elements using Cumulative Writing Folders, oral reading, focus correcting, and using past papers to teach new skills.

**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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,

educators seeking leadership roles:

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**
- School Whole Group Presentation
  - Department Focused Presentation
  - Professional Learning Communities

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**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)
- High (grades 9-12)

**Follow-up Activities**

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

**Evaluation Methods**

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

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Chief School Administrator*

# Special Education Affirmations

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

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

**Affirmed by James Osborn on 4/29/2014**

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*Board President*

**Affirmed by Dean Hosterman on 4/22/2014**

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*Chief School Administrator*