

Lewisburg Area SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

PO Box 351
1951 Washington Ave., Dept CO
Lewisburg, PA 17837
(570)523-3220
Superintendent: Steven Skalka
Director of Special Education: Pamela Kramer

Planning Process

Committed to designing and implementing a comprehensive plan that captures our Lewisburg District *Vision 2020*, our Board endorsed *Learning Framework*, and our commitment to our staff, students, and community to continue our tradition as a high performing comprehensive public school system, we have outlined a planning process for the completion of the District Level Plan. Utilizing our District Steering Committee comprised of stakeholders as identified through the guidelines, we have established a group with vested interest in reviewing our mission, vision, shared values, and the various systems that operate in our school organization. This Steering Committee will meet to review the information and data provided by our four respective building level committees, our special education coordinator, our technology group, and our professional education committee in our ongoing work to analyze and synthesize pertinent reflective information. With this compendium of information, our planning process, both at building level and district level will then allow us to work through the systems analysis and guiding questions. We will celebrate our accomplishments and identify our concerns and challenges, and we will use our Steering Committee and building level leadership to review action plans that address our prioritized challenges. With these action steps fully articulated and acknowledged by all stakeholders, we will post our resultant plan for community review and share all information with our School Board. Our submission of our comprehensive plan to the state in November will complete this planning process.

Our District Steering Committee has scheduled meetings at each point in time after our Building Level Teams complete components of their plan in order to review their work and provide further reflections. We are scheduled periodically for meetings February through May, and then in October as we finish the plan compilation process.

The Superintendent and Assistant Superintendent are serving as co-chairmen of the planning process, and our building level teams are being led by our principals, serving as instructional leaders. All communication between groups, committees, and the District Steering Committee will be accomplished through electronic means and our collaborative discussions in our planned meetings. Transparency and open communication are highly valued and all stakeholders and the larger community will be kept apprised of our progress through the planning process. Our completed

Comprehensive Plan will be posted on the Lewisburg District website and made available for review in the Union County Library, and become an additional piece of our public documentation attesting to our commitment towards attaining our vision for "The Lewisburg Area School District as a learning community that prepares every child individually to meet the challenges of today and tomorrow."

Mission Statement

The Lewisburg Area School District will provide all students with a safe, respectful, and challenging learning environment that is student-centered, personalized, data-guided, and supported through appropriate technologies and shared leadership.

Vision Statement

The Lewisburg Area School District is a learning community that prepares every child individually to meet the challenges of today and tomorrow.

Shared Values

Our shared values are encompassed in the following statements:

1. All children can learn when their individual needs are met.
2. A supportive school atmosphere where everyone feels emotionally, physically, and intellectually safe is essential.
3. Holding high expectations for student achievement and character will guide students to make responsible choices in the learning process and for their lives.
4. Creativity, imagination, and problem solving are an integral part of a child's learning experience.
5. Everyone should be treated with courtesy and have respect and empathy for a variety of opinions, values, and cultures.
6. The responsibility for student achievement is incumbent upon a partnership between the school, student, family, and greater community.
7. Educational planning must anticipate, prepare for, and manage change.
8. The school board and all staff members are accountable for student success.
9. High quality teachers are essential to the academic success of each student.
10. Quality professional development for all district staff is essential to student success.

11. Accomplishing district goals requires high quality leadership at all levels.
12. The District, in partnership with the greater community, is committed to providing a high quality education to prepare students to be productive members of their communities.

Educational Community

The Lewisburg community can be characterized as a traditional yet contemporary small town in rural, central Pennsylvania. Imbued with a proud sense of its history and the legacy of Union County's rich cultural heritage, Lewisburg and surrounding area is home to Bucknell University, thriving small businesses and social services, the EvangelicalCommunity Hospital and services associated with Geisinger Medical Center, and a viable downtown area replete with historic homes, churches, and public buildings as well as quaint shops and restaurants. The Lewisburg Area School District is fortunate to enjoy widespread community support and the abundant parent, family, and community presence is a notable strength for the four schools in the District: Kelly Elementary (primary center grades K-3), Linntown Elementary (intermediate center grades 4 and 5), Donald H. Eichhorn Middle School (grades 6-8), and our comprehensive High School (grades 9-12). Our diverse student body of more than 1900 students is comprised of 85% White, 5% Black, 4% Asian, 4% Hispanic, and 2% Multi-racial, with approximately 23% of our students living in economically disadvantaged families.

Led by the elected School Board of Directors and the insightful leadership of our Superintendent, Dr. Mark DiRocco, the Lewisburg School District is recognized for its notable academic achievement, commitment to our award winning fine arts and music programs, and our strong extra-curricular and athletics programs. Our instructional program affords all students opportunities to experience rigorous and authentic learning, exploratory clubs and community service learning, a full complement of related arts and fine arts classes and performance groups, many elective offerings, technology enhanced learning, and 18 Advanced Placement courses as well as college courses through Bucknell and Bloomsburg Universities. Our professional staff of 146 teachers and support staff as well as our administrative team collaborate as professional learning communities (PLC) to fulfill the District's vision and mission and realize our shared beliefs and goals. We are proud to provide a quality comprehensive instructional program that seeks to have all students meet /exceed the academic standards and be well prepared for the challenges of today and tomorrow.

Planning Committee

Name	Role
Mark DiRocco	Administrator : Professional Education
George Drozin	Administrator : Professional Education

Cathy Moser	Administrator : Professional Education Special Education
Paula Reber	Administrator : Professional Education
Mark Hendrickson	Business Representative : Professional Education
Donald Steele	Business Representative : Professional Education
Ann Glock	Community Representative : Professional Education
Michael Payne	Community Representative : Professional Education
Kathy Swope	Community Representative : Professional Education
Vicki Fennell	Ed Specialist - School Counselor : Professional Education
Brenda Zack	Ed Specialist - School Counselor : Professional Education
Jeremiah Bennett	Elementary School Teacher - Regular Education : Professional Education
Tammie Cristini	Elementary School Teacher - Regular Education : Professional Education
Colby Derr	Elementary School Teacher - Regular Education : Professional Education
Jennifer Evans	Elementary School Teacher - Regular Education : Professional Education
Christina Trapani	Elementary School Teacher - Regular Education : Professional Education
Eric Wetzel	Elementary School Teacher - Regular Education : Professional Education
Colleen Egan	Elementary School Teacher - Special Education : Professional Education
Sherry Strohecker	Elementary School Teacher - Special Education : Special Education
David Jennings	High School Teacher - Regular Education : Professional Education
Laurie Miller	High School Teacher - Regular Education : Professional Education
Kindell Snyder	High School Teacher - Regular Education : Professional Education
Steve Bieber	High School Teacher - Special Education : Professional Education
George Scurfield	Instructional Technology Director/Specialist :

	Professional Education
Amanda Geer (Kunkle)	Middle School Teacher - Regular Education : Professional Education
Suzanne Smith	Middle School Teacher - Regular Education : Special Education
Christine Bedi	Middle School Teacher - Special Education : Professional Education Special Education
Leslie Cullens	Parent : Special Education
Mary Howe	Parent : Professional Education
Cynthia Martin	Parent : Professional Education
Pamela Kramer	Special Education Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

NA

Elementary Education-Intermediate Level

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

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
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":

NA

Middle Level

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

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

NA

High School Level

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

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

NA

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

The PA Core Standards in ELA and Math are noted at the Elementary and Middle School Levels as we will be working with these standards in our ongoing efforts to work towards meeting these new standards with all students and particularly with our identified sub-groups and our most cognitively challenged students who are currently fully included in our classrooms. As we work with students with low incidence disabilities and maintain our inclusionary practices, we will be designing appropriate adaptations. The noted standards sets for the high school level also indicate similar challenges to facilitate learning for all students and our most challenged learners. The notation in Arts and Humanities as well as Health, Safety, and Physical Education reflect extended learning opportunities in these areas that exceed the Chapter 4 requirements.

Our academic programs of instruction across the four building levels are aligned and mapped to the Pennsylvania standards as outlined in Chapter 4 and noted above. While we have not developed or improved the Chapter 4 standards, our LASD approved written planned courses reflect additional learning objectives in all subject areas at each grade and building level, and we incorporate measurable learning targets in the design and delivery of our instruction and assessment that scaffold, broaden, refine, and enrich the standards based instruction.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Processes used to ensure the accomplishment of a curriculum framework that meets the above criteria include our common planning time and professional collaboration time afforded to all teaching staff; the Professional Learning Community (PLC) framework that institutionalizes our professional collegiality and staff ownership of the written, tested, and assessed curriculum; the staff utilization of the SAS as a guidance tool; our ongoing deliberate and focused attention to our curriculum with yearly audits as well as cyclical review of all written planned courses; and ongoing professional development in developing optimum teaching and learning opportunities and measurable assessment targets for demonstrated student achievement. These processes are the shared responsibilities of all staff and building level and central office administrators.

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

NA

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Processes used to ensure the accomplishment of a curriculum framework that meets the above criteria include our common planning time and professional collaboration time afforded to all teaching staff; the Professional Learning Community (PLC) framework that institutionalizes our professional collegiality and staff ownership of the written, tested, and assessed curriculum; the staff utilization of the SAS as a guidance tool; our ongoing deliberate and focused attention to our curriculum with yearly audits as well as cyclical review of all written planned courses; and ongoing professional development in developing optimum teaching and learning opportunities and measurable assessment targets for demonstrated student achievement. These processes are the shared responsibilities of all staff and building level and central office administrators.

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

NA

Middle Level

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

Processes used to ensure Accomplishment:

Processes used to ensure the accomplishment of a curriculum framework that meets the above criteria include our common planning time and professional collaboration time afforded to all teaching staff; the Professional Learning Community (PLC) framework that institutionalizes our professional collegiality and staff ownership of the written, tested, and assessed curriculum; the staff utilization of the SAS as a guidance tool; our ongoing deliberate and focused attention to our curriculum with yearly audits as well as cyclical review of all written planned courses; and ongoing professional development in developing optimum teaching and learning opportunities and measurable assessment targets for demonstrated student achievement. These processes are the shared responsibilities of all staff and building level and central office administrators.

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

NA

High School Level

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

Processes used to ensure Accomplishment:

Processes used to ensure the accomplishment of a curriculum framework that meets the above criteria include our common planning time and professional collaboration time afforded to all teaching staff; the Professional Learning Community (PLC) framework that institutionalizes our professional collegiality and staff ownership of the written, tested, and assessed curriculum; the staff utilization of the SAS as a guidance tool; our ongoing deliberate and focused attention to our curriculum with yearly audits as well as cyclical review of all written planned courses; and ongoing professional development in developing optimum teaching and learning opportunities and measurable assessment targets for demonstrated student achievement. These processes are the shared responsibilities of all staff and building level and central office administrators.

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

NA

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.

The Lewisburg Area School District is dedicated to meeting the needs of each and all students, and we have embraced the tenets of inclusion across all buildings and classrooms. Our planned instruction captures the standards, the essential understandings, the concepts and the competencies associated with the learning objectives associated at each grade and course level. As our staff members strive daily to plan and implement a guaranteed and viable curriculum, our teachers work with our educational specialists, our special education and gifted education staff, our ESL program specialists, and all other staff members to design appropriate modifications and accommodations necessary to customize our program of instruction for each student in their respective classes. Our staff and students collaborate to write individual academic plans and our grade level and subject area teams work together to support each student's best efforts to learn and grow. Our staff members

maintain open and effective communication with parents to gain and maintain additional insights in meeting individual student needs.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

We utilize frequent walkthroughs and visit the classrooms often to monitor the ongoing teaching and learning. We incorporate formal observations and annual instructional evaluations according to our state regulations and LASD endorsed Supervision and Evaluation Plan. Our walkthroughs, observations, and evaluations are completed by our building level administrators and our district administrators. Lesson plans are reviewed by building level and district administrators as a part of our ongoing supervision and evaluation processes.

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

We have not incorporated formal instructional coaching, yet encourage and arrange collegial classroom visits, shared observation opportunities, informal walkthroughs at grade levels, and promote collaboration in our team and subject area common planning structures at each building level. We utilize the PLC format with professional staff at each building level. We do not have a structure of department supervisors within our district.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
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.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Elementary Education-Intermediate Level

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

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

Students are heterogeneously grouped and fully included for greater than 50% of their instructional day in grades 4 and 5, and therefore the structured grouping(tracking) indicated in the above prompt occurs in less than 50% of each instructional day.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
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.	Full Implementation

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

NA

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.	Full Implementation
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.	Full Implementation

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

NA

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.

Our District hires professional staff that meet highly qualified criteria without exception, and we maintain a 100% highly qualified status for staff throughout the District at all times. In our hiring process we require full credentials and certification, complete a thorough review of references and clearances, and utilize a multi-step interview process. Our initial screening and interviewing at the respective building level involves professional staff in a panel forum. All candidates are required to demonstrate their teaching craft and pedagogical knowledge through a model lesson. A second round interview for finalists is held with the Superintendent and Assistant Superintendent. Upon successful hire, all new staff are provided with professional development in the District endorsed frameworks of effective teaching and classroom management strategies, inclusion and special education processes, applications and integration of technology, and provided with a mentoring/induction process. All staff members receive ongoing professional development

in appropriate teaching/learning and assessment strategies to meet the needs of each student, including those who may be below proficiency or at risk of not graduating.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X	X		X	
Career Education and Work		X		X	X	X

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Curriculum Based Assessments, Terra Nova K-2, PSSA 3, Chapter Tests, Theme Tests, Unit Tests	X			
Curriculum Based Assessments, PSSA 4,5, Chapter Tests, Unit Tests		X		
Curriculum Based Assessments, PSSA 6,7,8, Chapter Tests, Unit Tests, Science Experiments, Projects, Performance Works, Keystone Exams			X	
Teacher Developed Comprehensive Final Exams/Projects, AP Exams, Keystone Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS, Running Records, Math Facts CBA, 4Sight	X			
4Sight, STAR, Measure Up Live		X		
4Sight, NWEA/MAP, Aims Web			X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Quick Checks, Independent Practice, Worksheets, Progress Monitoring, Running Records, Closure and	X			

Summarizing Activities				
Informal Classroom Assessments, Classwork and Projects, Read Naturally, Chapter Tests		X		
Student work, Exit Tickets, Performance Products and Projects, Progress Monitoring, Textbook Assessments, Science Work			X	
Classroom Tests and Quizzes, Projects				X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Gates - McGinity, Brigance (K) Screener, locally developed pre-assessments, Early Numeracy	X			
STAR, IRI, locally developed pre-assessments		X		
CDT, locally developed pre-assessments			X	
CDT				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

All diagnostic, benchmark, formative, and summative assessments are reviewed at all building levels through the processes indicated in the checklist above. As indicated above the Lewisburg District uses systemic review processes unique to each building. At the primary elementary level the assessments are created and reviewed through grade level teams structured in the PLC format. There is collegial review among members of grade level teams. At the intermediate elementary level the Principal participates with grade level and subject area teams as they review student performance data. Teacher teams create common assessments and review student assessment performance in grade level teams. At the middle school level there are data team meetings to review data and both building level and district level administration review assessment data. The high school utilizes external review through the administration of the AP Exams and the other components referenced above, namely building and district administrative review, and PLC team and teacher peer reviews. Formative assessments may be reviewed by the individual teacher, the teacher peers, or the PLC groups as they use diagnostic, benchmark, and formative data to guide instruction. The District administration reviews assessment data as well through reports

accessed from our shared data warehouse and provided sources, such as eMetric, DRC, PVAAS.

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.

NA

Collection and Dissemination

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

Utilizing the Performance Tracker data warehouse as well as the state provided assessment information (eMetric, PVAAS, DRC), the District has worked to provide staff development to enable all professional staff to access student performance, and growth data. Common professional time is scheduled to enable teams of teachers to review data and aggregate/disaggregate reports. Through efficient sharing of information and structuring time for review and discussion, teams of teachers can then collaborate and utilize the data to make decisions with respect to instruction, remediation, enrichment, and support. Each building level has configured the data teams to work within the schools, and the administrative team under the Superintendent's leadership works together to examine the District achievement/growth profile. Building Principals work collaboratively with their building level and subject area teams to further analyze assessment data and identify strengths and critical areas of need that become the priorities for instruction and staff development. Action Plans for each building level are developed to further focus initiatives aimed at increasing student achievement. These action plans are then reviewed at designated intervals of 30 days, 60 days, and 100 days. The School Board is kept apprised through the Superintendent's Annual Data Report and Principals' reports of the ongoing progress of their building specific action plans.

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 at all four building levels uses the assessment information to direct the design and delivery of instruction, place students in appropriate classes and groups, provide the unique means of differentiation, and provide appropriate academic interventions - both remedial and enriching. The Individual Academic Plan Goals as well as IEP Goals and GIEP Goals are crafted with the use of assessment information (achievement and growth). The assessment information is shared with our parents as partners as well. We are engaged in

ongoing work across all building and grade levels to refine our instructional program to not only align with academic standards, but also to delineate specific learning targets within those standards in order to provide clear understanding of the expectations and the evidence necessary to demonstrate student achievement of each standard. The result is the delivery of teaching and learning opportunities and assessments that are appropriate for each student, thus enabling our students to maximize their learning and demonstrate that they have met/exceeded levels of proficiency.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The four strategies noted above are evidenced in practice across the District. Through the dedicated collaborative planning and data team analysis structures, our professional staff work to "drill down" to the anchors, objectives, eligible content. By using item analysis and error patterns, as well as the aggregated/disaggregated reports the teams are able to modify and adapt their instructional practices to increase student learning. Often the teams collectively identify and share effective practices and strategies that will further enhance the targeted student learning and through their collaboration the resulting adjustments and refinements enhance student performance.

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

NA

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				X

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

Provide brief explanation of the process for incorporating selected strategies.

We have a comprehensive system of summative data distribution in place appropriate to each building level in the District. We utilize the District tools of website, calendars, and media alert system. We communicate with all parents/guardians with letters and released data reports. We hold individual parent meetings as warranted to overview the assessment process and answer questions pertinent to their child's assessment performance. The Superintendent and Assistant Superintendent share our District Summative Assessment Data with the School Board in our public meetings.

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

At one or more buildings we make use of all strategies listed above.

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 Lewisburg Area School District has not had "struggling schools" as used in this context, however we remain focused on raising student achievement for all students in our learning community. We work diligently with our staff and stakeholders to personalize learning for each student. We acknowledge the challenges of meeting increasingly rigorous standards and measures of accountability as part of serving public education K-12. We have an outlined District authored strategic plan, known as *Vision 2020* to guide our efforts towards

continuing to be recognized among top performing schools within our region, state, and nation. We are most fortunate to have the leadership, LASD School Board support, community engagement, staff expertise, and shared commitment towards fulfilling our articulated mission, vision, and shared values as outlined in both *Vision 2020* and in this iteration of a LASD Comprehensive Plan.

Programs, Strategies and Actions

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

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

We are not planning to place School Resource Officers in the District, but have contracts with our local police and state police for extended hours of police presence in and around our buildings and school related events.

We also are continuing to work with design for a high school program of positive school-wide behavior.

We do not have Elementary SAP in place - but have had teams trained for implementation.

Screening, Evaluating and Programming for Gifted Students

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

Gifted and Identification Manual for Letters, Checklists, and Matrix

1. Student is referred for initial screening.

a. Counselor receives TEACHER REFERRAL FORM (T1) or PARENT REQUEST LETTER or sends PARENT REQUEST FORM (P1) to the parents.

b. Counselors should make TEACHER REFERRAL FORMS available to the teachers at their request.

2. Counselor sends: PARENT NOTIFICATION FOR SCREENING (P2) and the PERMISSION TO ADMINISTER THE K-BIT (P3). Counselor sends PARENT RECOMMENDATION FORM (P6) if parent requests the screening.

3. The counselor collects permission form and creates a folder for the student.

4. The counselor administers and scores the K-BIT. Testing is done at the convenience of the counselor through the school year.

5. The counselor completes the Pre-Screening data on the Matrix to determine if the student continues with the screening. Minimum score for screening is 7.

a. The counselor tallies the number of items checked on the Referral Checklist.

b. If the student does not continue for screening, then the counselor sends the K-BIT results NO (P4) or calls the parents to inform them of the K-BIT results.

6A. If the student does qualify for screening, then the counselor sends the K-BIT RESULTS YES (P5), the CHECKLIST FOR RATING TRAITS (PT5); if the teacher referral was made, send the PARENT RECOMMENDATION FORM (P6) and the PARENT QUESTIONNAIRE (P7) to the parent(s) at this time.

6B. The counselor completes the top portion on the REQUEST FOR GIFTED SCREENING FORM (C1). The teacher or team indicates when the gifted referral was discussed with the parent.

- The counselor distributes the GIFTED EVALUATION SCALE, and RATE OF ACQUISITION FORM (T2) and RATE OF RETENTION FORM (T3) to the classroom teacher (grades K through 4) or the team (grades 5 through 12).
- The counselor collects all teacher information within one week of distribution. The teacher and parent checklists are tallied for the number of responses and then assigned a score from the Matrix. The CHECKLIST FOR RATING TRAITS (parent PT5) is numbered and

then tallied. Assign category numbers: 0=Seldom or Never; 1=Occasionally; 2=Considerably; 3=Almost Always. Match the total score on this checklist to the Matrix score.

7. Once all materials have been collected from the parents and the teacher/team, then the counselor reviews the data and determines the need for classroom observation, CBA, etc.

8. The counselor completes the Matrix

a. Screening Data (page 2) – Complete Form C2 (Achievement Tests by Grade Level). Starting with number 3, enter the numerical data that corresponds to the specific child's levels. Note: you may not have data for every single category. Please refer to form C2 for numbers 3 and 4. Only use most recent achievement data.

b. Complete items 5-10 (if you have existing data) and total 3-10 and place score in box at bottom.

9. Complete Page 3, Additional Options, if needed.

10. Add totals from pages 1, 2, and Additional Options. Enter that total in the box Total Screening Score.

11. Take the total screening score and divide by the number of completed items used to obtain that score to find the Average. If the Average is 4.0 or higher, this indicates that the student should go on for further evaluation with the WISC-IV (and possibly the WIAT-II Screener) to be administered by the Certified School Psychologist.

12. The counselor sends the Matrix on to the School Psychologist with the other referral packet information and forms.

Record Keeping

1. The Gifted Identification Matrix is filed in the student's cumulative folder for future reference.

2. If the child is not referred for a Gifted Multidisciplinary Evaluation (GMDE), then the school counselor keeps the Multiple Criteria protocol for 2 years and then purges those protocols (K-BIT and all completed teacher/parent checklists and questionnaires).

3. If the child is referred for a GMDE, the original Matrix and protocols are forwarded to the school psychologist and Central Office Secretary for the Gifted Written Report (GWR). The school psychologist maintains protocols and the Matrix goes in the student's cumulative folder.

4. If the student is identified for Gifted services, the school psychologist sends collected protocols (checklists/questionnaires) to the Gifted Support Teacher for the Gifted IEP file.

5. If the child is not identified for Gifted services, the school psychologist returns collected protocols (checklists/questionnaires) to the school counselor to keep on file for 2 years.

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

Developmental Services

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

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

Explanation of developmental services:

The District provides structured programming as noted above to meet the developmental needs of our students and their families.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling			X	X
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
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The District provides diagnostic, intervention and referral services across the preK-12 program.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X

Community Liaison				
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				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The District's Pupil Services Committee and our building level structures provide consultation and deliberate coordination of services to meet the needs of each and all of our students.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X

Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X		
School Calendar				
Student Handbook	X	X	X	X
Nurse places phone calls directly to families	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

The ongoing collaboration between classroom teachers and the resource specialists, educational specialists, health professionals, and intervention specialists is a valued and prioritized process towards fulfilling our mission of individualizing our educational program to meet student needs. In place at each building is an extensive child find process, a child study team structure configured to that building level, and a structured protocol of team meetings and processes designed to address student academic and health needs. When a classroom teacher brings forward a student academic/health concern, the information is shared appropriately with the associated team and meetings/consultations occur in timely manner. Guidance counselors and school nurses assist in the coordination of these meetings and parents are contacted. Roles are assigned for data collection, sharing information, and report compilation. The Pupil Services Committee, facilitated by the Assistant Superintendent meets monthly to review all building level intervention structures and our collaborative processes.

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 Lewisburg School District is a willing partner with community based child care centers, the CSIU Early Intervention Services program, and the before/after school programs that operate in the Lewisburg area. District representatives meet often with community representatives from child care providers, the Heiter Community Center, the SUM CD network, and IU personnel to communicate and share expertise as well as coordinate services to the students and families in the District. The District's elementary buildings are operational sites for before/after school care and tutoring. Our primary school is a designated Pre-K Counts program site. The District actively seeks collaboration in creating new opportunities and extended services for our students and families.

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.

We work with our IU (Central Susquehanna Intermediate Unit) through the provision of Early Intervention Services to serve children with disabilities and their families. Our Coordinator of Special Education serves as the liaison to assure that information comes forward to the school district as the child enters kindergarten and to assure a continuity of services and programming. We continue to use the IU program specialists as ongoing consultants in the provision of support services to meet the student needs. The District operates one program of pre-kindergarten through the Pre-K Counts state grant. There are an additional number of private providers and faith based providers of pre-kindergarten programs in the Lewisburg community. We work with all providers to coordinate kindergarten transition activities and share curricular/program information to assure that children are well prepared to enter K-12 education. Our elementary principal and guidance counselor as well as our kindergarten teachers participate in our program of transition for

these students and their families. Visits are arranged with community based preschools and staff interactions foster open communication. Tours of our elementary school are arranged for families, the various preschools, and the Headstart program, and orientation sessions are held. Exchanges of information occur to further assure that individual student strengths and needs of all children are addressed in placement and coordination of services.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

We continue to work with our professional staff and resources like the SAS to align standards, materials, resources, and staff development to insure all Lewisburg District students receive teaching/learning experiences that are challenging and engaging. Our teachers and students have access to all materials, which have been consciously selected to allow for differentiation in meeting all students' needs. Our curriculum writing and revision processes are ongoing in order to assure alignment. Our materials selection and approval processes assure equity and differentiation. Our building leadership, distributed teacher ownership of courses and materials, and our District's determination to meet all students' needs ensure accomplishment of the Materials and Resources Characteristics.

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

NA

Elementary Education-Intermediate Level

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

student motivation, performance and educational needs	
---	--

Provide explanation for processes used to ensure Accomplishment.

We continue to work with our professional staff and resources like the SAS to align standards, materials, resources, and staff development to insure all Lewisburg District students receive teaching/learning experiences that are challenging and engaging. Our teachers and students have access to all materials, which have been consciously selected to allow for differentiation in meeting all students' needs. Our curriculum writing and revision processes are ongoing in order to assure alignment. Our materials selection and approval processes assure equity and differentiation. Our building leadership, distributed teacher ownership of courses and materials, and our District's determination to meet all students' needs ensure accomplishment of the Materials and Resources Characteristics.

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

NA

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

We continue to work with our professional staff and resources like the SAS to align standards, materials, resources, and staff development to insure all Lewisburg District students receive teaching/learning experiences that are challenging and engaging. Our teachers and students have access to all materials, which have been consciously selected to allow for differentiation in meeting all students' needs. Our curriculum writing and revision processes are ongoing in order to assure alignment. Our materials selection and approval processes assure equity and differentiation. Our building leadership, distributed teacher ownership of courses and materials, and our District's determination to meet all students' needs ensure accomplishment of the Materials and Resources Characteristics.

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

NA

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

We continue to work with our professional staff and resources like the SAS to align standards, materials, resources, and staff development to insure all Lewisburg District students receive teaching/learning experiences that are challenging and engaging. Our teachers and students have access to all materials, which have been consciously selected to allow for differentiation in meeting all students' needs. Our curriculum writing and revision processes are ongoing in order to assure alignment. Our materials selection and approval processes assure equity and differentiation. Our building leadership, distributed teacher ownership of courses and materials, and our District's determination to meet all students' needs ensure accomplishment of the Materials and Resources Characteristics.

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

NA

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

NA

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

NA

Middle Level

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

	district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

NA

High School Level

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

Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
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	Full Implementation

Further explanation for columns selected "

NA

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Not answered

Professional Education

Characteristics

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

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

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

Planned professional development time is built into the individual building structure on a daily basis. Professional education time is also built into the District wide calendar and a diverse offering of opportunities are scheduled into our designated in-service days. We also provide resources to allow all professional staff to seek other professional development opportunities through conferences, workshops, on-line courses and tuition reimbursement.

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

NA

Educator Discipline Act 126, 71

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

This section was not answered.

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

This section was not answered.

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

This section was not answered.

Strategies Ensuring Fidelity

Checked answers

- 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.

Unchecked answers

None.

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

LASD utilizes a professional staff survey instrument to ascertain staff identified areas of need for PD. Our administrative team holds several planning meetings to further identify the priorities for staff development for the school year and across several years of implementation as per our strategic planning processes. Student achievement data is utilized in our decision making, as are current education research, technology initiatives, and the Administrative Team's vision for the District. Building level administrators further refine the PD programs to be building specific to needs at grade levels or subject areas, in coordination with Central Office administrators. Action Plans are written to enact identified, prioritized initiatives and gauge effectiveness of implementation. Our administrative team reviews, refines, revises programming upon receipt of staff feedback provided after PD sessions. Staff provide feedback and direction through our Professional Education Committee and staff surveys.

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

NA

Induction Program

Checked answers

- 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.
- The LASD Induction Program will focus on curriculum, instructional practices, the social processes of peer interaction, building specific procedures and practices, district and community orientation, and administrative policies.

Unchecked answers

None.

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

The LASD Induction Program is a year-long program that provides a 1-1 mentor for each inductee. Our program is a fully developed one with designated meetings, defined and delineated topics, and outlined roles and responsibilities for administrators as well as mentors and inductees. Our Mentor/Inductee Checklist and signed Certification of Completion serve as documentation and validation of the process. The Certification of Completion is filed in the professional staff member's permanent personnel file.

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

NA

Needs of Inductees

Checked answers

- 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).

Unchecked answers

None.

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

Mentors meet often - formally and informally with inductees. Principals meet with inductee/mentors on a regularly scheduled basis. Central Office administration meets quarterly with inductees and mentors as a whole group. Observations are scheduled between mentors/inductees - other observations across grade and subject areas are scheduled throughout the year to assist in acclimating inductees and broadening their perspective. The Lewisburg District has a three year tenure track plan that accompanies the formal induction plan. This companion plan involves the professional staff member in building level and district level committee work to allow the individual to "grow" their understanding and familiarity with the learning community. The completion of the programmatic checklist of topics as well as the narrative feedback gained at each quarterly meeting with inductees and mentors allows the program to continually be adjusted and refined. The District publishes the Induction Program for all inductees to receive an overview/training. The mentors receive formal training at the onset of a mentoring assignment in the District.

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

NA

Mentor Characteristics

Checked answers

- 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.

- Mentors support LASD mission, vision, shared beliefs, current initiatives

Unchecked answers

None.

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

Mentor selection is completed by each building level Principal and the Assistant Superintendent with the above referenced criteria in mind. Mentor criteria are also outlined in our internal District publication. Mentor training is provided. Mentors attend all meetings, complete the required Checklist/Certification forms, and provide feedback that informs our practices.

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

NA

Induction Program Timeline

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

If necessary, provide further explanation.

Above topics are found within District Induction Plan - other, additional topics for mentor/inductee collaboration can be found within Lewisburg Area School District Induction Plan and supporting documents, such as the Mentor/Inductee Checklist and Certification of Completion.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The procedures for monitoring are established at the building level - under the direction of the building principal. The Induction Program is also monitored by the Assistant

Superintendent for Pupil Personnel Services, as this individual completes the reporting in the Comprehensive Plan, conducts the end of year program evaluation, and revises the program with the assistance of the Professional Education Committee. The Professional Education Committee is a broad group of stakeholders who work to conduct needs assessments, assist in determining professional development opportunities, and offer input into the Lewisburg District's Differentiated Supervision and Evaluation Plan.

Recording Process

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

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

Unchecked answers

- LEA administrator receives, tallies, and archives all LEA mentor records.

Special Education

Special Education Students

Total students identified: **240**

Identification Method

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

The Lewisburg Area School District uses a Discrepancy Model for identification of specific learning disabilities.

Enrollment

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

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

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

Not significantly disproportionate

Non-Resident Students Oversight

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

Currently there are no 1306 facilities for Nonresident Students within the Lewisburg Area School District

Incarcerated Students Oversight

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

The following guidelines will be followed in accordance to 24 P. S. Section 13-1306.2 for the Educational Services for Students Incarcerated:

- (1) The Lewisburg Area School District will be considered the LEA for all students at the Union County Jail until they reach 17 years of age. Persons under 21 years of age who have not graduated will have rights to an education upon request.
- (2) A Child Find Notice is posted yearly at the jail for incarcerated individuals to access and understand their rights under Chapter 14 and IDEIA.
- (3) The Warden of the Union County Jail will contact the CSIU 16, with whom the District holds a contract for servicing incarcerated students, once it is determined that an incarcerated individual fits the criteria as listed above.
- (4) The CSIU 16 will contact the Coordinator of Special Education at 570-522-3277 or via Email after interviewing the individual to determine if the student is a student with a disability and eligible for FAPE under Federal and State Regulations. If the student is of compulsory educational age or if the student is under 21 years of age who has not graduated and has requested education, educational provisions will be provided.
- (5) If the student is an identified student, the Coordinator of Special Education will work to obtain records from the student's home district, set up an IEP meeting and ensure compliance of Federal and State regulations to ensure FAPE.
- (6) If the student is not an identified student, the Lewisburg Area School District guidance

counselor, who will coordinate the educational services with the CSIU 16, will be contacted.

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.

Once it is determined that a student is eligible and in need of special education services, the Individual Education Plan (IEP) team considers all options available within the full continuum of services to provide a Free Appropriate Public Education within the Least Restrictive Environment for all identified students within the Lewisburg Area School District. The IEP team determines the program type and level of service based on the individual needs of each student working from a least restrictive paradigm.

The Lewisburg Area School District believes that all children can learn when their individual needs are met. The district believes that this is best achieved through a collaborative approach that includes parents, special education staff, regular education staff and a Local Educational Agency Representative. The district works from an inclusionary model, where students are supported to the maximum extent possible in the regular education setting using Supplementary Aids and Services to support mastery of same age standards using both near and far links as appropriate to meet student needs in the regular education classroom to the maximum extent possible. Only when a student's needs cannot be satisfactorily met in the regular education classroom does the IEP team consider alternative environments. The Supplementary Aids and Services Toolkit is utilized as deemed appropriate to help in the decision-making process.

The Lewisburg Area School District uses a variety of supplementary aids and services to ensure students with disabilities are included in the general education environment using grade level standards and curriculum to the maximum extent possible. These range from simple modifications to more complex adaptations and modifications and are student specific to meet the needs of students while offering supports through a strength based model. Supplementary aids

and services span the areas of supporting students instructionally, environmentally and socially/emotionally/behaviorally.

The district is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance and expand the continuum of supports/services and educational placement options available within the district to support students with disabilities in their ability to access the general education curriculum in the least restrictive environment (LRE) through ongoing site-based training, consultation, technical assistance and collaboration with both PaTTAN, CSIU 16 Consultants and by using public and private agencies to provide training and supports. Specifically, the district is invested in promoting the School Wide Positive Behavior Supports initiative, Transition services, Autism supports, Assistive Technology, and Early Literacy . These supports have and continue to include site-based training, consultation, technical assistance and coaching supports through both PaTTAN and CSIU 16 Consultants. In addition, the District employs several privately contracted Social Workers who provide on-going intervention, consultation, training and supports.

The School Performance Plan (SPP) targets and the district's percentages as they relate to Indicator 5 - Educational Environments (Ages 6-21), confirms the district's successful approach to Least Restrictive Environment. The district is indicated to be above the State average of educating students inside the regular class 80% or more and below the State average of educating identified student inside the regular class less than 40%.

Currently the district has 14 students in out of the district placements. Out of district placements are done on a case-by-case basis and placement decisions are made by the IEP team. LRE is of utmost concern when discussing a placement out of the district. When a decision is made for a more restrictive setting, the IEP has determined that the student's needs indicate that the nature and severity of the disability is such that education within the neighborhood school cannot be achieved satisfactory.

Behavior Support Services

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

Exceptional students are protected under the behavior management provisions and procedures in the regulations as set forth in Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and those found in the PA State Standards and Regulations (Chapter 14). All applicable Federal and State laws and regulations are followed for students who are eligible for Special Education services or who are thought to be eligible.

The Lewisburg Area School District has in place several policies to address positive behavior support services. Specifically, programs for exceptional students prohibits the use of unsafe or cruel techniques. The following aversive techniques of handling behavior concerns, per district policy are considered inappropriate and shall not be used:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water, or fresh air.
6. Suspensions constituting a pattern under §14.143(a) (relating to disciplinary placement).
7. Treatment of a demeaning nature.
8. Electric shock.

Further, policy indicates that positive rather than negative measures will form the basis of behavior intervention plans. Positive techniques will be employed for the change and maintenance of selected behaviors prior to use of more intrusive or restraining measures.

The Lewisburg Area School District provides training to relevant district staff in the use of specific procedures, methods, and techniques that encourage a positive approach to dealing with behavioral concerns. Crisis-management training is provided to train and educate relevant staff to recognize and manage crisis in a professional manner.

The Lewisburg Area School District Special Education Department, teachers, and/or staff continue to develop skills and strategies that provide clear expectations of positive and effective behavioral supports that include but are not limited to:

1. Antecedent-prevention strategies.
2. Teaching of replacement behaviors.
3. Consequence consideration.
4. Functions of behavior.
5. Nonverbal and verbal de-escalation strategies.
6. Collaborative/Team approach to problem solving.
7. Non-verbal and verbal signals.

8. Counter-aggression.
9. Other research-based techniques and practices.

All exclusions, suspensions, and expulsions follow the guidelines as set forth in IDEA and the PA State Standards and Regulations.

The District does not provide formal school based mental health supports to students, but the district does work collaboratively with the local mental health providers to ensure that student's mental health needs are being met both in and outside of the classroom. The district contracts with several licensed social workers who support both students and families to access the community resources they need to address mental health 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.

The Lewisburg Area School District is not currently having any difficulty ensuring FAPE for an individual student or a particular disability category.

Currently, the district offers a wide range of services within its local neighborhood schools. Programs currently operated within the district include Learning Support, Emotional Support, Autistic Support, Speech and Language Support, and Deaf and Hard of Hearing Supports. At each building level, both itinerant and supplemental levels of programming are offered and are dependant on the level of need.

If the Lewisburg Area School District is having difficulty ensuring FAPE for an individual student or a particular disability category, the following procedures and methods are used to determine gaps in the continuum of special education supports, services and educational placement options with an emphasis of making sure that all gaps are closed and the student's needs are being met.

The Lewisburg Area School District will work collaboratively with the Central Susquehanna Intermediate Unit (CSIU 16) and other designated local school districts to establish and provide appropriate educational services for students with disabilities.

The district will use the Technical Assistance Consultants at CSIU 16 to provide support to IEP teams to provide consultation and training if a gap in services presents itself or when more specialized consultation is needed.

In addition, the Lewisburg Area School District will work collaboratively with local mental health agencies when warranted. Students who are at risk of or in need of mental health services are identified and teamed through interagency meetings or through the Children and Adolescence Service System Program (CASSP).

The following is an overview of the list of agencies and/or school districts the Lewisburg Area School District works collaboratively with to ensure that student needs are being addressed in the Least Restrictive Environment:

- * Columbia, Montour, Snyder, Union (CMSU) MH/ID
- * CMSU/CMSU D & A
- * OVR
- * Center For Independent Living
- * Juvenile Probation
- * Children & Youth
- * Career Link
- * Northwestern Counseling Services
- * Keystone Human Services
- * Laurel Creek Counseling
- * Behavioral Health Specialists, Inc.
- * Hempfield Counseling Associates
- * CSIU 16
- * Warrior Run School District
- * Selinsgrove Area School District
- * Milton Area School District
- * Danville Area School District
- * New Story (a specialized private provider of educational supports relevant to Emotional Support and Autistic Support needs)

Through this network of supports the district has been successful in achieving a continuum of programs, services, and education placements without any gaps in services for students.

Although the district has been successful in meeting the needs of many of the students within the district, the district is always looking for ways to provide expanded programs within the district. Specifically, the Lewisburg Area School District recently started two new programs in the district

in collaboration with the CSIU 16. Specifically, the district was able to open a Middle School Autistic Support program within the district as well as a High School level Emotional Support program. Expansion is determined by the needs presented through a careful analysis of data collected and an examination of the trends and needs of the 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 Lewisburg Area School District is located in a small rural college community in the heart of central Pennsylvania. The district is committed to providing a learning community that prepares every child individually to meet the challenges of today and tomorrow. The district provides all students with a safe, respectful, and challenging learning environment that is student-centered, personalized, data-guided, and supported through appropriate technologies and shared leadership. The district, in partnership with the greater community, ensures an education that will enhance the viability of the region.

The Lewisburg Area School District believes that all children can learn when their individual needs are met. With this premise in mind, the special education department strives to ensure the success of all students identified and in need of special education services. The district believes that this is best achieved when regular education teachers, special education teachers, parents and administrators work together to meet the needs of students in the least restrictive environment. The district works from an inclusionary model, where students are supported to the maximum extent possible in the regular education classroom with supplementary aids and services prior to moving to a more restrictive environment. The Lewisburg Area School District is significantly above the state average in supporting students with less than 21% of services outside of the regular education classroom. This is felt to be a strength for both the district as a whole and for students individually.

In an effort to support students within the home district, the Lewisburg Area School District currently employs 12 special education teachers, one speech and language therapist, one school psychologist, one school psychologist/coordinator of special education and 29 paraprofessionals.

The Lewisburg Area School District contracts with the CSIU 16 and several private providers to ensure that student needs are being addressed. CSIU 16 services include Speech and Language Therapy, Social Work Services and Vision and Hearing Therapy. The district contracts privately for Occupational Therapy, Physical Therapy and Social Work Services.

In addition, the district utilizes educational consultation provided through CSIU 16 Technical Assistance Consultants. Consultation is utilized for behavioral issues, transition services supports, assistive technology supports, PASA testing supports, autism supports, and for reading and early literacy concerns.

Within the supports provided in the regular education classroom, several co-teaching models of instruction have been implemented as well as flexible grouping and differentiation of instruction.

Both the regular education teacher as well as the special education teacher are actively involved in a team process to meet the various student needs identified within the school environment. The district feels strongly about the need for communication and collaboration among team members in meeting the needs of students as well as engaging parents in the process. Teachers are given common planning time at each grade level to encourage this team process.

Opportunities for training is felt to be paramount in ensuring a high level of success for all students. Both regular education and special education teachers have been trained in a variety of research-based practices. These include training in the areas of classroom management techniques, functional behavioral assessment, Multi-Tiered System of Support, progress monitoring, SAS toolkit, transition, autism, assistive technology and differentiation of instruction. The District is committed to employ best practice in the field of education to ensure the success of all students. The District is committed to involving parents in many training opportunities and encourages parent involvement in the decision making process. Training and coaching has been and will continue to be provided by PaTTAN consultants, IU consultants, parents and when appropriate by private providers.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Union County Jail	Incarcerated	Central Susquehanna Intermediate Unit 16 (CSIU 16)	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
White Deer Elementary	Neighboring School Districts	Life Skills Support	1
Selinsgrove High School	Neighboring School Districts	Life Skills Supports	3
5 Star Day Treatment Facility	Other	Emotional Support	2
5 Star Day Treatment Facility	Other	Life Skills Supports	1
Work Foundations +	Other	Life Skills Supports	2
New Story	Other	Autistic Support	2
New Story	Other	Emotional Support	1
Warrior Run High School	Neighboring School Districts	Autistic Support	1
Alpha Circle	Other	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	20	0.5
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	20	0.5

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	8	0.5
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 9	10	0.5

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 24, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	4	0.5
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	10	0.5

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Linntown Intermediate	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 11	3	0.25
Linntown Intermediate	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	6	0.5
Linntown Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 11	1	0.25

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Linntown Intermediate	An Elementary	A building in which General	Itinerant	Emotional Support	10 to 12	3	0.25

	School Building	Education programs are operated					
Linntown Intermediate	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	7	0.5
Linntown Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 12	1	0.25

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	17	1

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	24	1

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 24, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	20	0.5

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lewisburg Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	20	1

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lewisburg Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	22	1

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lewisburg Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Lewisburg Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	8	0.75

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	15	0.5

Justification: Speech and Language Supports are on a one-to-one or small group bases and at no time are students grouped outside of their age range

Linntown	An	A building in	Itinerant	Speech and	9 to 12	7	0.25
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Intermediate	Elementary School Building	which General Education programs are operated		Language Support			
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 13	2	0.15
Lewisburg Area School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 16	1	0.1

Program Position #13*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Linntown Intermediate	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.01

Program Position #14 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 19, 2015*Average square feet in regular classrooms:* 920 sq. ft.*Square footage of this classroom:* 1144 sq. ft. (44 feet long x 26 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Donald H. Eichhorn Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 13	6	1

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 24, 2016*Average square feet in regular classrooms:* 616 sq. ft.*Square footage of this classroom:* 616 sq. ft. (22 feet long x 28 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Lewisburg Area	A Senior	A building in	Supplemental	Emotional	16 to	15	0.75

High School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	19		
Lewisburg Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.25

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2017

Average square feet in regular classrooms: 832 sq. ft.

Square footage of this classroom: 832 sq. ft. (26 feet long x 32 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.75
Kelly Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	4	0.25

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Special Education/School Psychologist	District	1
School Psychologist	District	1
Paraprofessionals	Kelly Elementary	8
Paraprofessionals	Linntown Intermediate	4
Paraprofessionals	Donald H. Eichhorn Middle School	9
Paraprofessionals	Lewisburg Area High School	7
Transition Coordinator	Lewisburg Area High School	0.5
Personal Care Aide	Donald H. Eichhorn Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	10 Hours
Physical Therapy	Outside Contractor	5 Hours
Social Worker	Outside Contractor	5 Days
Occupational Therapy	Intermediate Unit	1 Days
Physical Therapy	Intermediate Unit	1 Days
Social Worker	Intermediate Unit	1 Days
Social Worker	Outside Contractor	5 Days
Social Worker	Outside Contractor	5 Days
Educational Interpreter	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Patterns identified by the District as a result of our review of school level accomplishments and challenges include affirmation of the high level of student academic and extra-curricular accomplishment that characterizes the Lewisburg District. We are very pleased and proud of our student achievements and our administrative leadership and underlying Board and community support. These accomplishments include academic accolades respective to each building level, distinguishing programs in related arts and fine arts, and successful athletic programs. Our schools are characterized by positive school climates and student-centered cultures of learning. Students in the Lewisburg District are afforded a comprehensive program of academic and co-curricular study as well as extra-curricular opportunities.

We also see persistent systemic challenges to meet the needs of our three most prevalent sub-groups, namely English Language Learners, special education students, and economically disadvantaged students/families. We currently are not seeing student achievement or growth measures with these groups commensurate to those of our total student populations across all building levels. We seek to continue our work as professional learning communities to refine our alignment and instruction/assessment practices and to identify RtII structures at each level in order to find effective means to close achievement gaps. Our challenges include incorporating innovations in technology and a digitized curriculum as we continue our work in refining classroom instruction, support, and assessment.

A second related challenge presents us with opportunity to refine our daily instruction and formative assessments to align with the rigorous expectations found in the PA Core Standards and changing summative assessments (PSSA, Keystones). We are working to revise and refine our written curriculum, align our daily instructional practices and assessments with targets for demonstrating proficiency, and integrate appropriate technology in a comprehensive program of teaching and learning.

Dedicated to our vision to prepare every child individually to meet the challenges of today and tomorrow, and our shared belief that all children can learn when their individual needs are met, we continue to build on our strengths and embrace our challenges as we strive collaboratively to realize our articulated goals.

District Accomplishments

Accomplishment #1:

The Pittsburgh Business Times has ranked LASD in the top 4% of school districts in PA for overall academic achievement based on a three year average of PSSA scores. Lewisburg also ranks in the top 4% in the category of "Overachiever," which ranks performance of economically disadvantaged students on the same PSSA exams. Lewisburg District is the only district in the state to be ranked in the top 4% in both of these categories.

Accomplishment #2:

Newsweek Magazine has recognized Lewisburg Area High School as one of the best high schools in the nation for the year 2013. *Newsweek* invited 5,000 high schools to participate in the highly selective process, and just 2,000 were designated as top performing high schools. The recognition denotes those schools that have proven to be the most effective in turning out college-ready graduates. The six ranking components used: graduation rate, college acceptance rate, AP tests taken per student, average AP scores, student enrollment numbers in AP courses, and average SAT/ACT scores.

Accomplishment #3:

2013, 2012, 2011: Lewisburg Area School District named one of the Best Communities for Music Education in the US. In 2013 five (5) musicians attained PA All State level of distinction.

Accomplishment #4:

2013 & 2012: Lewisburg Area School District ranked 16th of 500 PA districts on state exams - top 4% in PA

Accomplishment #5:

2012: LAHS ranked #1 in PA on grade 11 PSSA Science Exam

Accomplishment #6:

2012: LAHS ranked in the top 5% of PA High Schools on the SAT

Accomplishment #7:

2012 & 2009: LAHS received *US News and World Report* Silver Medal, ranked in top 4% of the US

Accomplishment #8:

2010: Donald H. Eichhorn Middle School selected as a National Schools to Watch site

Accomplishment #9:

2010: Donald H. Eichhorn Middle School ranked #1 in PA on 8th grade Math PSSA Exam

Accomplishment #10:

Our Kelly Elementary and Linntown Elementary Schools evidence high levels of student academic performance, having met all AYP targets each year under NCLB

District Concerns

Concern #1:

1. Design and implement systemic and personalized programs of study that meet the needs of our English Language Learners, special education students, and economically disadvantaged students in order to increase student achievement.

Concern #2:

2. Design and implement systemic and customized programs of study through traditional and digitized learning environments that facilitate student demonstration of meeting/exceeding standards AND prepare all students to meet 21st century challenges by being well prepared for college and career options.

Prioritized Systemic Challenges

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

Aligned Concerns:

1. Design and implement systemic and personalized programs of study that meet the needs of our English Language Learners, special education students, and economically disadvantaged students in order to increase student achievement.

2. Design and implement systemic and customized programs of study through traditional and digitized learning environments that facilitate student demonstration of meeting/exceeding standards AND prepare all students to meet 21st century challenges by being well prepared for college and career options.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: LASD Planned Instruction

Specific Targets: Assessment/Performance Targets are fully articulated for each grade level/subject area. SBG system implemented across District.

Type: Interim

Data Source: LASD Planned Instruction (curriculum)

Specific Targets: LASD Planned Instruction reflects alignment with standards and expected levels of rigor for daily instruction and formative assessment align with PSSA/Keystone Exams.

Type: Interim

Data Source: Diagnostic and Benchmark Assessments

Specific Targets: Data to establish baselines and growth

Development and refinement of tiers of interventions and supports available to assist teachers as they work with students meet/exceed standards

Type: Interim

Data Source: LASD RtII Framework

Specific Targets: Development and refinement of tiers of interventions and supports available to assist teachers as they work with students meet/exceed standards

Type: Interim

Data Source: Instructional Technology Audit (local)

Specific Targets: Implementation of technology initiatives, including online, blended, and flipped learning experiences

Type: Annual

Data Source: Local Assessments, PSSA, Keystone Exams

Specific Targets: Increased academic achievement by performance and/or growth scores for all students

Strategies:

Implement standards based grading practices.

Description:

Transition the District's grading practices to a standards based system with articulated performance targets that measure mastery and are specific to grade level and subject area.

SAS Alignment: Standards, Assessment

Revise Planned Instruction to include assessment "targets" that measure mastery and align to standards.

Description:

Teachers refine their written planned instruction at course level, unit level, lesson level to incorporate the articulated standards based "targets" for student demonstration of attainment.

SAS Alignment: Standards, Assessment, Curriculum Framework

Use appropriate diagnostic and periodic benchmark assessments to establish student baseline and growth; refine formative assessments to assure alignment to targets that measure students meeting/exceeding standards.

Description:

Classroom teachers utilize diagnostic, benchmark, and formative assessments to create data points that inform and guide daily instruction for students in attaining targets and meeting/exceeding standards.

SAS Alignment: Standards, Assessment

Articulate an academic RtII Framework for each building level to assure fidelity of our universal curriculum as well as identify and implement appropriate interventions and supports to meet the unique needs of individual students.

Description:

Instructional staff and specialists at each building level deliver the established curriculum and work together to identify appropriate multi-tier interventions to support individual student achievement towards meeting standards aligned targets.

SAS Alignment: Curriculum Framework, Instruction, Safe and Supportive Schools

Continue District initiatives to utilize technology in implementing online, blended, flipped teaching and learning opportunities.

Description:

Professional staff continues to develop digitized curriculum in order to provide effective teaching and learning opportunities as well as customized learning for all students.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Teachers work to align grading practices and report cards to indicate student progress in meeting standards and associated targets.

Description:

Work continues in the District to move towards standards based grading through the development of targets at each grade level/subject area.

Completion of the process with articulated and published targets as well as formatted progress reports (report cards) will accomplish implementation.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Implement standards based grading practices.

Teachers revise written planned instruction at course and unit levels to include standards aligned targets for student demonstration of attainment.

Description:

Teachers work to revise their written planned instruction (curriculum) to include the standards delineated as performance targets, which will guide the formative assessments and daily instructional activities.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Revise Planned Instruction to include assessment "targets" that measure mastery and align to standards.

Classroom Teachers administer appropriate diagnostic and benchmark assessments to determine baselines, measure growth, and use data to guide unit and lesson planning, daily instruction, and formative assessments.

Description:

Building level/grade level teams identify diagnostic and benchmark assessments and use the data to inform unit and lesson planning, daily instruction, and formative assessments

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Use appropriate diagnostic and periodic benchmark assessments to establish student baseline and growth; refine formative assessments to assure alignment to targets that measure students meeting/exceeding standards.

Teachers in PLC/teams outline the building level RtII Framework for ELA and Math, refining the guaranteed universal curriculum and implementing research based tiers of interventions and supports for individual students.

Description:

Collaborative teams at the building level refine the RtII Framework for that level. The resultant framework provides guidance for classroom teachers to facilitate the delivery of interventions and supports, helping each student work towards meeting targets and standards.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s):**Supported Strategies:**

- Articulate an academic RtII Framework for each building level to assure fidelity of our universal curriculum as well as identify and implement appropriate interventions and supports to meet the unique needs of individual students.

Teachers and administrators continue to work towards effective integration of technology in the classroom as we move toward online learning, blended learning, and flipped learning environments.

Description:

Teachers work towards transitioning teaching and learning to use multiple means of customized course management, including online learning, blended formats, and flipped classrooms.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s):**Supported Strategies:**

- Continue District initiatives to utilize technology in implementing online, blended, flipped teaching and learning opportunities.