

Central Columbia SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

4777 Old Berwick Rd
Bloomsburg, PA 17815
(570)784-2850
Superintendent: Harry Mathias
Director of Special Education: Christina Fish

Planning Process

The Central Columbia School District is using a collaborative model to develop the District Level Plan. This involves all stakeholders (teachers, parents, community members, and business representatives) on the district level planning committee, and building-level Professional Learning Communities (teachers, support staff, and administrators) first working independently, then in collaboration to assess the district data, review the Core Foundations and Assurances, and identify accomplishments and concerns in the district systems to create a “living document” to guide the district for the next six years.

In December 2012, the District-Level Planning and School Level Planning Committees, as well as the Special Education subcommittee were identified, as per guidelines. On January 21st, as required, parents, community members and business representatives were publicly requested through the district phone/email information system and local newspaper, and approved by the Central Columbia Board of Directors. Also in January, the School Level Planning Committee in each building completed the school profile, scheduled future planning sessions and completed Assurances. In February and March, the District Level Planning Committee completed the district profile and reviewed the district’s Core Foundations. Each School Level Planning Committee reviewed their Needs Assessments, identified accomplishments and concerns, analyzed their school systems, and prioritized their challenges. The Special Education subcommittee completed the Chapter 14 assurances checklist, profile, facilitates for LRE and other requirements.

In April, May and June, 2013, each building created Building Level Action Plans, while District Level Action Plans were also written. In July, the plan was submitted to Intermediate Unit 16 for peer review and feedback. The plan was available for public review in October, approved by the Central Columbia Board of Directors and submitted to PDE in November.

REVIEW PROCESS: In September, 2015, the District Level Planning Committee met and discussed the process for review of the plan, understanding that the plan needed to be updated by August, 2016 for public review and approval by the Central Columbia Board of Directors prior to submission in November, 2016. During January, 2016, the committee reviewed the current plan and discussed adjustments that needed to be made. They also agreed to keep the mission/vision/shared values the

same. In February, the committee reviewed the district's needs assessment, updating accomplishments, concerns, and systemic challenges.

Mission Statement

In a caring environment, Central Columbia School District educates all students for success.

Vision Statement

Central Columbia School District strives to be the best through the continued growth of a rigorous and innovative instructional environment.

Shared Values

- The needs of all students must drive our educational system.
- Our schools are committed to excellence in education.
- Continuous learning is supported through creativity, flexibility, and adaptability to meet the challenges of a changing world.
- Everyone has worth and shall be treated with respect, courtesy and dignity.
- Community, families, students and staff will:
 - Assume appropriate personal responsibility
 - Be accountable for their performance and actions
 - Communicate and collaborate in decision making

Educational Community

Central Columbia School District is located in Central Pennsylvania and is considered a rural district. Currently, 23% of the district's student population qualifies for Free and Reduced Lunch, as compared to 38% in the state of Pennsylvania. This is a drastic increase from 2002 in which the need was 12%. According to the 2010 PA Reach and Risk report, Columbia County is classified as a moderate-low risk county, however the local early childhood programs that service economically disadvantaged students in the Central Columbia region report a continual waiting list for services.

Planning Committee

Name	Role
Emily Brockman	Administrator : Professional Education
Christina Fish	Administrator : Special Education
Tracy Krum	Administrator : Professional Education Special Education
Harry Mathias	Administrator : Professional Education
John Monick	Administrator : Professional Education
Chris Snyder	Administrator : Professional Education
James Rafel	Board Member : Professional Education
Bruce Rhoads	Board Member : Professional Education
Michael Minnig	Business Representative : Professional Education
Leon Tucker	Business Representative : Professional Education
Carolyn LaMacchia	Community Representative : Professional Education
Ellen Withrow	Community Representative : Professional Education
Kim MacDonald	Ed Specialist - Nutrition Service Specialist : Professional Education
Alice Justice	Ed Specialist - School Counselor : Professional Education
Lynn Brown	Elementary School Teacher - Regular Education : Professional Education
Ruth Mausteller	Elementary School Teacher - Regular Education : Professional Education
Todd Wolinsky	High School Teacher - Regular Education : Professional Education Special Education
Nick Karnes	High School Teacher - Special Education : Professional Education Special Education
Joseph Kelchner	Middle School Teacher - Regular Education : Professional Education
Lora Stone	Middle School Teacher - Regular Education : Professional Education
Dee Davis	Parent : Professional Education Special Education
Brian McNamara	Parent : Professional Education
Shani Steward	Parent : Professional 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	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
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
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

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

The Central Columbia Elementary School, which is a k-4 school, does not offer Family and Consumer Science Courses to Elementary Schools. Furthermore, Literacy in History/Social Studies, Science and Technical Subjects is not required below 6th grade. Our educational philosophy is that we expect ALL students to master the PA Core Standards, therefore we do not use alternate academic content for math or reading. Finally, we are not involved in the American School Counselor Association for Students. The special education department is currently working to align all alternate academic content to PA Core Standards.

Elementary Education-Intermediate 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	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	Accomplished
Family and Consumer Sciences	Developing	Developing
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	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

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

The Central Columbia Elementary School, which is a k-4 school, does not offer Family and Consumer Science Courses to Elementary Schools. Furthermore, Literacy in History/Social Studies, Science and Technical Subjects is not required below 6th grade. Our educational philosophy is that we expect ALL students to master the PA Core Standards, therefore we do not use alternate academic content for math or reading. Finally, we are not involved in the American School Counselor Association for Students. The special education department is currently working to align all alternate academic content to PA Core Standards.

Middle 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	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished

Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Developing
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	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Accomplished
World Language	Developing	Developing

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

The Central Columbia Middle School, expects ALL students to master the PA Core Standards, therefore we do not use alternate academic content for math or reading. Finally, we are not involved in the American School Counselor Association for Students. The Special Education Department is working towards aligning all alternate academic content to PA Core Standards.

High School Level

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

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

The Central Columbia High School, expects ALL students to master the PA Core Standards, therefore we do not use alternate academic content for math or reading. Finally, we are not involved in the American School Counselor Association for Students. The Special Education Department is working towards aligning all alternate academic content to PA Core Standards.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

Central Columbia has chosen to enhance the PA standards by expanding the curriculum to include the AASL Standards for the 21st Century Learner (2007), and ISTE Standards in the Information Literacy and Technology courses. Also, the district has included the National

Standards for Business Education in business courses, the national Performance Standards for Music in band and chorus, and the National Academic Standards for World Languages.

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:

During the 2011-12 school year, Central Columbia began a process of realigning all curriculum to meet the current PA standards, the PA Common Core Standards, or the national standards appropriate for the subject. Teachers in each department, in each building started the process by unpacking the standards to identify specifically what students needed to "Know and Do" according to the standards, and organize them into instructional units. Next, major concepts were identified by the teachers and Big Ideas, rigorous Essential Questions, and vocabulary lists were developed for each unit. When all units for the course were complete, a pacing guide identifying each unit and instructional time was created. At this point in the process, each planned course was presented to the Central Columbia School Board for approval. Finally, Lesson Plans identifying the Essential Question, vocabulary, activating strategies, teaching strategies, materials, formative assessments, summarizing strategies, and culminating assessment were written. Each unit assessment for each course is listed on the District Assessment Calendar and results are reviewed by each building's data team to assure achievement by all students. This entire process is collaborative between teachers and administrators. As of 2015, approximately 95% of the district's curriculum is complete.

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

This narrative is empty.

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:

During the 2011-12 school year, Central Columbia began a process of realigning all curriculum to meet the current PA standards, the PA Common Core Standards, or the national standards appropriate for the subject. Teachers in each department, in each building started the process by unpacking the standards to identify specifically what students needed to "Know and Do" according to the standards, and organize them into instructional units. Next, major concepts were identified by the teachers and Big Ideas, rigorous Essential Questions, and vocabulary lists were developed for each unit. When all units for the course were complete, a pacing guide identifying each unit and instructional time was created. At this point in the process, each planned course was presented to the Central Columbia School Board for approval. Finally, Lesson Plans identifying the Essential Question, vocabulary, activating strategies, teaching strategies, materials, formative assessments, summarizing strategies, and culminating assessment were written. Each unit assessment for each course is listed on the District Assessment Calendar and results are reviewed by each building's data team to assure achievement by all students. This entire process is collaborative between teachers and administrators. As of 2015, approximately 95% of the district's curriculum is complete.

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

This narrative is empty.

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:

During the 2011-12 school year, Central Columbia began a process of realigning all curriculum to meet the current PA standards, the PA Common Core Standards, or the national standards appropriate for the subject. Teachers in each department, in each building started the process by unpacking the standards to identify specifically what students needed to "Know and Do" according to the standards, and organize them into instructional units. Next, major concepts were identified by the teachers and Big Ideas, rigorous Essential Questions, and vocabulary lists were developed for each unit. When all units for the course were complete, a pacing guide identifying each unit and instructional time was created. At this point in the process, each planned course was presented to the Central Columbia School Board for approval. Finally, Lesson Plans identifying the Essential Question, vocabulary, activating strategies, teaching strategies, materials, formative assessments, summarizing strategies, and culminating assessment were written. Each unit assessment for each course is listed on the District Assessment Calendar and results are reviewed by each building's data team to assure achievement by all students. This entire process is collaborative between teachers and administrators. As of 2015, approximately 95% of the district's curriculum is complete.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

During the 2011-12 school year, Central Columbia began a process of realigning all curriculum to meet the current PA standards, the PA Common Core Standards, or the national standards appropriate for the subject. Teachers in each department, in each building started the process by unpacking the standards to identify specifically what students needed to "Know and Do" according to the standards, and organize them into instructional units. Next, major concepts were identified by the teachers and Big Ideas, rigorous Essential Questions, and vocabulary lists were developed for each unit. When all units for the course were complete, a pacing guide identifying each unit and instructional time was created. At this point in the process, each planned course was presented to the Central Columbia School Board for approval. Finally, Lesson Plans identifying the Essential Question, vocabulary, activating strategies, teaching strategies, materials, formative assessments, summarizing strategies, and culminating assessment were written. Each unit assessment for each course is listed on the District Assessment Calendar and results are

reviewed by each building's data team to assure achievement by all students. This entire process is collaborative between teachers and administrators. As of 2015, approximately 95% of the district's curriculum is complete.

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

This narrative is empty.

Modification and Accommodations

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

Central Columbia School District utilizes the Central Columbia Instructional Model to write planned courses and create lessons. This district-created framework educates teachers on the daily use of research-based instructional and assessment strategies. Differentiation of instruction and assessment focusing on the mastery of all PA standards, is at the heart of each lesson, as well as higher order thinking activities using the Ipad. Lesson plans require the teacher to identify modified teaching strategies and assessments so that all students will have access to the same rigorous standards aligned curriculum.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Department Supervisors

Unchecked Answers

- Building Supervisors
- Instructional Coaches
- Not Reviewed

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

Administrators are required to do regular walkthroughs on all teachers. The walkthroughs target specific teacher strategies and "look fors" identified at the beginning of each school year. High rigor and the SAMR model are also expected of each lesson. Each principal schedules time with teachers through team meetings or faculty meetings to review the data and discuss ways to improve the data. Many times, the principal will set specific goals with specific groups of teachers to further investigate specific teaching strategies.

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

Due to the nature of the 1-1 learning environment, teacher's lesson plans are based on the type of hybrid instruction they are providing.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 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.	Full Implementation
A variety of practices that may include structured grouping, flexible	Full

scheduling and differentiated instruction are used to meet the needs of gifted students.	Implementation
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If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

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

This narrative is empty.

High School Level

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

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Central Columbia is committed to hiring the best teachers for their student population. To this end, the district partners very closely with local universities to provide quality student teaching placements and professional development schools. Once a position is available, the district actively recruits the most qualified teachers through the use of the district website, local/state newspapers, and school board publications. The interview process is highly rigorous and involves a number of administrators and teachers in the specific field. Each candidate is required to teach a lesson to students. Once a candidate is narrowed down, they must meet with the superintendent for a final interview and be reviewed by the school board for final approval.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	7.00	7.00	7.00
Electives	11.00	11.00	11.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

Unchecked answers

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
PASA	X	X	X	X
Keystone Exams			X	X
Final Exams			X	X
Common Course Assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMSweb Reading and Math	X	X	X	
Leveled Literacy Assessment	X	X		
Common Teacher Created Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
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Central Columbia Instructional Model Strategies	X	X	X	X
APL Strategies	X	X	X	X
IPad Checks for Understanding		X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDTs			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Central Columbia creates a district assessment calendar of all common unit assessments. The purpose of this calendar is to review on a yearly basis the alignment of the assessment to the curriculum. Department Heads are responsible to work with their departments to keep the calendar updated and keep a list of assessments which need review.

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.

This narrative is empty.

Collection and Dissemination

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

Each building has a Data Team which meets on a regular basis to review building data. This team is specially trained in PSSA Data, Keystone Data, PVAAS Data, AIMSweb Data (Elementary and Middle Schools), CDTs (Middle and High Schools), and common unit assessments. This team creates data sheets to share with the teams and faculty on a regular

basis.

Additionally, in the summer of 2015, all common unit assessments were revised and reviewed by district administration.

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.

Each building has a trained RtII team to review data and identify areas of need. This team works with the building schedule to assure students with specific needs are scheduled with the correct teachers. Specific interventions are identified for students and scheduled for implementation.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Deep analysis of PSSAs, PVAAS, AIMSweb, CDTs, and common unit assessments allows data teams to identify specific objectives/standards not being met by specific students or groups of students. This information is used to modify teaching strategies and curriculum. This information may also be used to group students according to need for intervention groups.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings			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				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Central Columbia uses many methods to distribute information about summative assessments to the public. The district website contains information regarding specific assessments for parents, dates of assessments, and the District Report Card with all of the results. Mass e-mails to parents, using the district phone system is often used to update parents on testing information. The school calendar, which is distributed to every student, contains dates, as well as information regarding assessments. Finally, the student handbooks have all of the necessary information for parents to find what they need.

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

As the district updates curriculum, the district reflects this new information regarding summative assessments into the curriculum guides.

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.

As of the 2015 school year, no building in the Central Columbia School District was identified as struggling. We will continue assuring growth in student achievement through the use of the Multi-Tiered System of Supports (MTSS) in each building. Each building has

an identified MTSS team of teachers and administrators who review student achievement each six weeks. During these structured meetings, students are identified in need of additional supports. The specific support is identified and the student is schedule for the support. Again, each six weeks, this data is reviewed to determine whether the student is succeeding with the supports, is in need of additional supports, or the identified supports are not working.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	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	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:

At each building, the following activities programs are in place to assure students feel safe and supported every day: Peer Mediation Programs, Grade Book tracking of discipline, Bus Safety Patrol Programs, Cameras on the playgrounds, lobbies, outside doors, TV Monitoring System of the buildings, All main doors equipped with a buzzer system for entrance, Bully prevention programs/curriculums in each building, Schoolwide Positive Behavior Programs at all schools, Leader in Me Program at the Elementary School, Student Codes of Conduct posted in each room and in all handbooks, and Security badges required of all staff and visitors.

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.)

Students of Central Columbia are referred by teachers or counselors for a screening with the K-Bit standardized assessment with parent permission. If the student achieves an overall score of 128 or higher they are referred to the Dir. of Special Education. The Director

of Special Education then issues a Permission to Evaluate. A Gifted Written Report (GWR) is generated based on testing with the school psychologist. If the student qualifies based on the GWR, a Gifted Individualized Education Plan (GIEP) is created. If the student does not qualify the team reviews the findings with the parent and a Notice of Recommended Assignment is issued indicating the student does not qualify at this time. Central Columbia has a practice of only two evaluations. If the student does not qualify after the second evaluation no further testing occurs. Parents can request testing at any time. In order to maintain validity of testing protocols it is Central Columbia's practice to have one year between each evaluation.

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

NA

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

NAN

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.

NA

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning			X	X
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
CASSP Referral Process	X	X	X	X
Child Find Process for Academic and Behavior Interventions	X	X	X	X
RTII/MTSS Periods within class schedules	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
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	X	X	X	X

Personnel, Parents and Communities				
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
Columbia Montour Chamber of Commerce	X	X	X	X
Bloomsburg University	X	X	X	X
Central Susquehanna Intermediate Unit	X	X	X	X
Katona-Linn Behavioral Services, Inc.	X	X	X	X
Children's Services, Inc.	X	X	X	X
Synergy Inc.	X	X	X	X

Explanation of consultation and coordination services:

Synergy, Jen Flick Blended Coordinator
 Children's Services, Mike Maydak, individual student consultation
 Bloomsburg University - speech contract
 Jim Murtin - District Hired SAP Coordinator/Drug and Alcohol Liaison
 Scott Dennis - District Hired Behavior Intervention Specialist

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X

Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

IST, Child find process, MTSS teams, IEP team meeting, grade level data teams

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

Preschool transition meetings with the Central Susquehanna Intermediate Unit (CSIU # 16)

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.

Annual preschool transition meetings for identified students. The local MAWA provides Central Columbia with a list of identified preschool students who receive special education services through Early Intervention and have indicated they will be registering for Kindergarten in the fall. Central Columbia coordinates transition meetings for these families with the CSIU to coordinate transition of special education services from preschool to school-age. Parents meet with the district to review their child's needs and discuss services for school age students. At that time the team determines need for continuation of services or for evaluation for additional 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	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.

Central Columbia is extremely fortunate to have a community that values education and is always supportive of the needs of students and teachers. The district budget is site-based, therefore resources needed in each building are identified by the teachers and administrators directly affected by these decisions. A system of Department Heads, one at each building in each content area, works directly with teachers each year to assure there is a robust supply of materials and resources. These resources are housed in each building and under the direct control of the Department Head and Principal so that teachers are able use them as needed. The District Curriculum Coordinator oversees the budget for curriculum materials and resources and assures that each purchase aligns with the district curriculum, district goals, and individual building initiatives. At the district level, consideration is always given to the building and groups of students in most need, therefore the budget is adapted each year to reflect new and changing student needs.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Central Columbia is extremely fortunate to have a community that values education and is always supportive of the needs of students and teachers. The district budget is site-based, therefore resources needed in each building are identified by the teachers and administrators directly affected by these decisions. A system of Department Heads, one at each building in each content area, works directly with teachers each year to assure there is a robust supply of materials and resources. These resources are housed in each building and under the direct control of the Department Head and Principal so that teachers are able use them as needed. The District Curriculum Coordinator oversees the budget for curriculum materials and resources and assures that each purchase aligns with the district curriculum, district goals, and individual building initiatives. At the district level, consideration is always given to the building and groups of students in most need, therefore the budget is adapted each year to reflect new and changing student needs.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Central Columbia is extremely fortunate to have a community that values education and is always supportive of the needs of students and teachers. The district budget is site-based, therefore resources needed in each building are identified by the teachers and administrators directly affected by these decisions. A system of Department Heads, one at each building in each content area, works directly with teachers each year to assure there is a robust supply of materials and resources. These resources are housed in each building and under the direct control of the Department Head and Principal so that teachers are able use them as needed. The District Curriculum Coordinator oversees the budget for curriculum materials and resources and assures that each purchase aligns with the district curriculum, district goals, and individual building initiatives. At the district level, consideration is always given to the building and groups of students in most need, therefore the budget is adapted each year to reflect new and changing student needs.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Central Columbia is extremely fortunate to have a community that values education and is always supportive of the needs of students and teachers. The district budget is site-based, therefore resources needed in each building are identified by the teachers and administrators directly affected by these decisions. A system of Department Heads, one at each building in each content area, works directly with teachers each year to assure there is a robust supply of materials and resources. These resources are housed in each building and under the direct control of the Department Head and Principal so that teachers are able use them as needed. The District Curriculum Coordinator oversees the budget for curriculum materials and resources and assures that each purchase aligns with the district curriculum, district goals, and individual building initiatives. At the district level, consideration is always given to the building and groups of students in most need, therefore the budget is adapted each year to reflect new and changing student needs.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
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	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
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 "

Central Columbia Elementary School does not offer a Family Consumer Sciences curriculum, and does not participate in the American School Counselor program. Literacy in History/Social Studies, Science and Technical Subjects is not required below 6th grade. Finally, the district continually evaluates and updates curriculum with the goal of all students achieving at the proficient level.

Elementary Education-Intermediate 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	Not Applicable
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
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	Not Applicable
English Language Proficiency	Full Implementation
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 "

Central Columbia Elementary School does not offer a Family Consumer Sciences curriculum, and does not participate in the American School Counselor program. Literacy in the History/Social Studies, Science and Technical Subjects is not required below 6th grade. Finally, the district continually evaluates and updates curriculum with the goal of all students achieving at the proficient level.

Middle 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	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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Not Applicable

Further explanation for columns selected "

Central Columbia Middle School does not participate in the American School Counselor program. The district continually evaluates and updates curriculum with the goal of all students achieving at the proficient level. Finally, World Language is not offered until High School.

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	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	Not Applicable
English Language Proficiency	Full Implementation
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 "

Central Columbia High School does not participate in the American School Counselor program. The district continually evaluates and updates curriculum with the goal of all students achieving at the proficient level.

Professional Education

Characteristics

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

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

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

The Central Columbia School District uses many layers of implementation to assure that the district's professional education plan meets the needs of every student, teacher, and administrator. The Act 48 Committee, comprised of parents, teachers, and administrators

oversees the professional development plan and meets every other month to review district data related to student achievement, progress towards district goals, and teacher, parent, and student perception data, etc. The committee determines the need for professional development at each level and seeks input from their stakeholder group. Needs may include specific content area training, research-based teaching strategies, analyzing assessment and data, school safety and culture, technology, etc. The committee determines if the need is immediate or should be scheduled for the summer or following school year. This professional development may be in the form of a formal training, release time, webinar, book study, etc. Currently, the district has opted to use a Train-The-Trainer model, if available. This allows the district to invest in teachers and administrators who are interested in seeking a leadership role in the district. With this model, the district receives up to date training, as well as reduces the cost of sending teachers to specific trainings. In 2014, the district purchased Eduplanet21 to start the process of creating professional development online as well as in person. A group of teachers met in the summer of 2015 to begin writing courses which align the district's teaching strategies requirements to the Danielson Framework. This work continued through the 2015-2016 school year. The district hopes to offer these courses for consumption starting in the 2016-2017 school year. These courses are also aimed at new teachers, student teachers, and Professional Development School students.

Department Heads for each department analyze data specific to their department by themselves and in collaboration with their department. This may be in the form of standardized tests, Unit Common Assessments, formative assessments, etc. In collaboration with the building principal and district curriculum coordinator, it is determined whether there is a need for professional development specific to a content area. Specific conferences, trainings, or webinars will be identified and scheduled for the department. At the building level, data teams meet weekly to review building data such as achievement, attendance, behavior, culture, and progress towards specific building initiatives. These data teams, in collaboration with the building principal, identify areas of needed professional development and the method in which to provide the training. This training may occur during each building's AM Professional Time, team meeting time, release time, or after school.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
6/6/2013 A team trained by the Family Support Alliance trained the entire staff on an in-service day.
11/16/2013 Training was specifically geared at those who couldn't attend first training and coaches.

The LEA plans to conduct the required training on approximately:
--

6/1/2016 All future trainings will be provided online thru the University of Pittsburgh's School of Social Work and as a short course about district policies through Eduplanet21.
--

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

Questions

The LEA has conducted the training on:
--

3/4/2016 Suicide Prevention training is being provided online at Eduplanet21 through PAIU.
--

The LEA plans to conduct the training on approximately:

6/1/2016 All future suicide prevention training will be provided online at Eduplanet21 through PAIU.
--

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

Questions

Not Applicable for our school entity

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.

The district has an Act 48 Committee which meets every other month to review and plan all professional development for the district. In the spring, a survey is sent to all teachers asking them about progress on the current district goals. From that survey, the Act 48 Committee determines the most important needs for the following year. After each specific professional development session, teachers involved are surveyed for their opinion on the topic and whether or not to change the topic, format, or not offer it again. Walkthroughs are performed on a regular basis by the building administration to assure the professional development goals are being met in the classroom. Since each building has a data team, this team also offers professional development ideas to the district Act 48 Committee. The district prefers to have teachers trained to become presenters as often as possible. This assures that the training is aligned with goals of the professional development and the goals of the district.

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

This narrative is empty.

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.
- Inductees will shadow fellow teachers to experience different subjects and grade levels.

Unchecked answers

None.

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

Central Columbia requires new teachers to attend three full days of training before school starts and monthly training through March. Each month, a different administrator is assigned a topic and discusses it with the group.

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

This narrative is empty.

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.

The building principal is responsible for monitoring each new teacher, reviewing lesson plans, and meet regularly to discuss their needs. Each new teacher is involved with a data team to review data and discuss classroom strategies that work. At the end of each year, new teachers are required to meet with their building principal to complete a checklist of all required items. This list is signed and forwarded to the District Office for storage.

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

This narrative is empty.

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.

Unchecked answers

None.

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

Building principals are responsible for assigning mentors with similar subject/grade level experience. Morning professional time is used for the mentor and inductee to meet on a regular basis. Prior to becoming a mentor, the teacher must meet with the Curriculum Coordinator in August to discuss the expectations of the mentor and the school year. Mentors must understand their responsibility and display a willingness to participate.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Yearly, new teachers are surveyed by the Curriculum Coordinator for their input on ways to improve the Induction Program. This feedback, added to the feedback of mentors and administrators is reviewed and used to adjust the program as necessary.

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.

- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **277**

Identification Method

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

Students in Central Columbia School District who are identified with specific learning disabilities are identified through the discrepancy model.

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>

There are no significant disproportionalities noted on the Enrollment Difference Status Report.

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?

There are no facilities within the Central Columbia 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).

There are no facilities within the Central Columbia School District that house incarcerated youth.

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.

Central Columbia implements a variety of interventions and processes in each building to ensure that students are in the least restrictive environment. In the Central Columbia Elementary the process of IST exists to identify individual students' need for interventions prior to identification. If a student is identified as needing special education services, the IEP team works to find ways to implement those services in the least restrictive environment whether that be in the regular classroom, a self-contained program in-district, or out of district placement. For students who are in public or private segregated settings, the LEA works with the current IEP team to find ways to transition students back to home district when the IEP team determines it is appropriate.

Central Columbia utilizes the "Leader in Me" program at Central Columbia Elementary school to establish a positive behavioral setting. The addition of the School-Wide Positive Behavior Support model in Central Columbia Elementary will be added in the 2016-17 school year. This continues at Central Columbia Middle School through the implementation of School-wide Positive Behavior Supports. Interventions such as Foundations Reading, Wilson Reading, Balanced Literacy, Read Naturally, Relfex Math and Everyday Math Interventions are utilized in the elementary and middle schools. Each school has an MTSS framework that utilizes intervention periods for students identified through progress

monitoring as needing additional interventions. Data is collected through the use of AimsWeb, CDT's, formative and summative assessments, and PSSA testing. Central Columbia currently utilizes the Central Susquehanna Intermediate Unit Technical Support Staff for training in the areas of Foundations, MTSS, School-Wide Positive Behavior supports, and Co-teaching. All Learning Support teachers work within the regular classroom in a co-teaching model. In addition, Learning Support teachers are utilized for MTSS groups that include identified and non-identified students. Grade level teams review individual student data to determine fluid groups for MTSS times and then each teacher, including the LS teacher, take a group to focus on the needs of that group of students. Currently Central Columbia meets all target in the Indicator 5 section.

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.

Central Columbia Policy #6342 addresses the use of positive behavior supports. The elementary school utilizes the "Leader in Me" program that addresses behavior from an instructional perspective as well as reinforces positive behavior supports. Additionally the elementary will be implementing a School-Wide Positive Behavior Supports framework in the 2016-17 school year. The middle school has a School-Wide Positive Behavior support framework. Central Columbia trains and utilizes the Safe Crisis Management techniques for de-escalation. Courses on physical and non-physical use of SCM are provided annually by in-house trainers. Currently, Central does not utilize School-Based Behavioral Health Services, however, the interagency relationship between Central Columbia and local providers is strong. We consistently utilize CASSP meetings to address significant behavioral and mental health needs. In addition, through a partnership with county services we have a Blended Counselor on site full-time. The school social worker provides crisis response in addition to and individual counseling. In addition Student Assistance Services is a private behavioral health agencies with whom Central Columbia maintains contracts for behavior specialist services. Central Columbia Added the position of Behavior Intervention Specialist in 2016. This individual works with students to complete functional behavior assessments, develop positive behavior support plans, and coach teachers in the use of behavioral intervention strategies.

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.

Central Columbia utilizes the CASSP system involving local agencies. Local school districts provide programs that are not offered in the Central Columbia School District that are utilized if necessary. In addition Central Columbia utilizes programs offered by the Central Susquehanna Intermediate Unit. Other private agencies are available in the area for placement and wrap around services. At the state level the Regional Interagency Coordinator is available to assist.

Private agencies with whom we have had the most success with are New Story, BSI, PATH and the CSIU 5 Star Program. Currently students with significant behavioral concerns are placed in these programs. Central Columbia Elementary now has an Emotional Support classroom for grades K-4. Additionally there is a plan to explore the opening of an Emotional Support Classroom in Central Columbia Middle School for the 2017-18 school year. The CSIU and neighboring school districts are used for placements for students with significant multi-disability needs, deaf education and autism support. Central Columbia currently has life skills support settings in all three buildings.

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.

Central Columbia prides itself on its inclusionary model. Students are included with their regular education peers to the maximum extent possible as determined by each IEP team. Special education and regular education teachers are provided training in APL and LFS strategies that offer instruction on interventions and differentiation of instruction. Central Columbia maintains an in-house training team for Safe Crisis Management offering annual training, re-certification and non-physical de-escalation techniques. All elementary teachers have received extensive training on Balanced Literacy. Intervention training in Foundations and Wilson have also been provided for strategic reading, regular education and special education teachers.

Central Columbia has a strong relationship with Bloomsburg University. As part of that partnership we have a unique model for speech & language services. Central Columbia houses on-site clinics for Bloomsburg University graduate students who spend a semester working with our licensed clinicians working with students who have speech & language needs. This model provides Central Columbia with the opportunity to have speech clinicians push into the regular classroom to focus individual language needs as well as do more

individual and small group speech and language services than neighboring districts. At Central Columbia High School we offer a course called Introduction to Developmental Disabilities for all seniors to earn a credit in Psychology. This course, taught by our high school life-skills teachers, provides students the opportunity to work with special education students in the life-skills setting while learning about developmental disabilities. It creates a reversed inclusionary setting that develops a better understanding for regular education students of their special education peers. In addition, several Central Columbia graduates go onto study Special Education in their college careers.

Also at the Central Columbia High School, the life-skills class runs a daily coffee house called Blue Jay Blends. Students and staff can purchase coffee, tea and breakfast snacks at the beginning of each day. The life skills students take orders, run the cash register, as well as maintain and stock the cafe. Also, students take orders and deliver these orders throughout the building. Additionally the life skills students run the school store where students can purchase Blue Jay clothing and school supplies.

In all three buildings Central Columbia strives to include students with disabilities in the regular education setting to the maximum extent possible as determined by each individual IEP team.

In 2014 Central Columbia began the process of digital conversion. All students grades 4-12 utilize tablets for curricular and assessment materials. This has increased students access to curriculum, specially designed instruction and intervention tools such as Reflex Math and Read Naturally.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Chief Shikellamy Elementary	Neighboring School Districts	Deaf & Hard of Hearing Classroom	1
Shikellamy Middle School	Neighboring School Districts	MDS Classroom	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

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

Square footage of this classroom: 816 sq. ft. (34 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	38	0.75
Central Columbia Elementary School	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	5	0.25

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

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

Square footage of this classroom: 816 sq. ft. (34 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	7 to 9	38	0.75

		are operated					
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	0.25

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

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

Square footage of this classroom: 816 sq. ft. (34 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	38	0.75
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.25

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

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

Square footage of this classroom: 816 sq. ft. (34 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 10	12	1

Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in an elementary building with students KG-4th Gr.

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

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

Square footage of this classroom: 816 sq. ft. (34 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 10	12	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in an elementary building with students KG-4th Gr.							

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 875 sq. ft.

Square footage of this classroom: 868 sq. ft. (28 feet long x 31 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 15	15	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a middle school building with students 5th-8th Gr.							

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 876 sq. ft.

Square footage of this classroom: 868 sq. ft. (28 feet long x 31 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	38	0.75
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	5	0.25

Program Position #8 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: 875 sq. ft.**Square footage of this classroom: 864 sq. ft. (27 feet long x 32 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	38	0.75
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	5	0.25

Program Position #9 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: 875 sq. ft.**Square footage of this classroom: 864 sq. ft. (27 feet long x 32 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	38	0.75
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.25

Program Position #10 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: 875 sq. ft.**Square footage of this classroom: 868 sq. ft. (28 feet long x 31 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	38	0.75
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	5	0.25

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 999 sq. ft.*Square footage of this classroom:* 980 sq. ft. (28 feet long x 35 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	15	1

Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in a high school building with students 9-12 Gr.

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 999 sq. ft.*Square footage of this classroom:* 980 sq. ft. (28 feet long x 35 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	38	0.75

Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.

Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	5	0.25
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Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: 999 sq. ft.**Square footage of this classroom: 980 sq. ft. (28 feet long x 35 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	38	0.75
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.							
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	5	0.25
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.							

Program Position #14 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: 999 sq. ft.**Square footage of this classroom: 980 sq. ft. (28 feet long x 35 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.							

Program Position #15 - Proposed Program*Operator: Intermediate Unit***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: 816 sq. ft.**Square footage of this classroom: 816 sq. ft. (34 feet long x 24 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of	Level of	Age	Caseload	FTE
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			Support	Support	Range		
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 10	5	0.01
Justification: Teacher works with students individually.							
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 14	1	0.01
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 21	2	0.02
Justification: Students are seen individually.							

Program Position #16 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

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

Square footage of this classroom: 816 sq. ft. (34 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Central Columbia School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 18	6	0.5
Justification: Teacher works with students individually.							

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Central Columbia School District	1
School Psychologist	Central Columbia School District	1
Blended/School Social Worker	Central Columbia School District	1
Physical Therapist	Central Columbia School District	0.2
Classroom Aide/KG	Central Columbia Elementary School	1
Classroom Aide/KG	Central Columbia Elementary School	1
Classroom Aide/1st Grade	Central Columbia Elementary School	1
Classroom Aide/2nd grade	Central Columbia Elementary School	1
Classroom Aide/3rd Grade	Central Columbia Elementary School	1
Classroom Aide/4th Grade	Central Columbia Elementary School	1

Classroom Aide/Life Skills	Central Columbia Elementary School	1
Classroom Aide/Life Skills	Central Columbia Elementary School	1
Personal Care Assistant	Central Columbia Elementary School	1
Occupational Therapist	Central Columbia School District	0.2
Orientation & Mobility Specialist	Central Columbia School District	0.08
Classroom Aide/5th Grade	Central Columbia Middle School	1
Classroom Aide/6th Grade	Central Columbia Middle School	1
Classroom Aide/7th Grade	Central Columbia Middle School	1
Classroom Aide/8th Grade	Central Columbia Middle School	1
Classroom Aide/Life-Skills	Central Columbia Middle School	1
Classroom Aide/Life-Skills	Central Columbia Middle School	1
Personal Care Assistant	Central Columbia Elementary School	1
Personal Care Assistant	Central Columbia Elementary School	1
Personal Care Assistant	Central Columbia Middle School	1
Classroom Aide/Learning Support	Central Columbia High School	1
Classroom Aide/Life Skills	Central Columbia High School	1
Classroom Aide/Life-Skills	Central Columbia High School	1
Personal Care Assistant	Central Columbia High School	1
Classroom Aide/Life Skills	Central Columbia High School	1
Personal Care Assistant	Central Columbia Elementary School	1
Personal Care Assistant	Central Columbia Elementary School	1
Physical Therapy	CCSD	0.1
Behavior Intervention Specialist	CCSD	1
Classroom Aide/Emotional Support	Central Columbia Elementary School	1
Classroom Aide/Emotional Support	Central Columbia Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
We have no Contracted Services - I was advised to put a narrative here	Outside Contractor	10 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:

Across all schools, two needs continue to be identified. First, establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. Second, establish a system within the school that fully ensures school staff members use standards aligned assessments to monitor student achievement and adjust instructional practices. For these to occur, each identified, in varying degrees the need to improve data analysis skills, the standards aligned curriculum, consistent use of research-based instructional practices, and improving school climate,

District Accomplishments

Accomplishment #1:

In all testing areas, Central Columbia exceeds the state's percentage of proficient and advanced.

Accomplishment #2:

Central Columbia School District's graduation, attendance and participation rates for all students exceed the NCLB target every year,

Accomplishment #3:

100% of Central Columbia's teachers are highly qualified.

Accomplishment #4:

Data from the district culture survey administered to staff, families and the community show a general satisfaction with the district's school climate.

Accomplishment #5:

The Literature Keystone administered to all 10th graders show increased writing achievement over the last two years. In the elementary and middle school, the new ELA PSSA makes it difficult to

compare with previous PSSAs, however the scores compared to other areas in the region were significantly higher.

District Concerns

Concern #1:

There is significant disparity in achievement between the subgroups of Special Education and Economically Disadvantaged in reading, math, science, and writing.

Concern #2:

There is significant disparity in achievement between all grade levels in math, science, and writing.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

There is significant disparity in achievement between the subgroups of Special Education and Economically Disadvantaged in reading, math, science, and writing.

There is significant disparity in achievement between all grade levels in math, science, and writing.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

There is significant disparity in achievement between the subgroups of Special Education and Economically Disadvantaged in reading, math, science, and writing.

There is significant disparity in achievement between all grade levels in math, science, and writing.

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

Aligned Concerns:

There is significant disparity in achievement between the subgroups of Special Education and Economically Disadvantaged in reading, math, science, and writing.

There is significant disparity in achievement between all grade levels in math, science, and writing.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Formative Assessments, Benchmark Assessments, Data-Team Review

Specific Targets: Data is reviewed in September, November, January, March and June of each year.

Strategies:

Build MTSS Into Each Building

Description:

Use district-scheduled time to follow the MTSS process, use assessment data to group students, and identify research-based interventions specific to student needs.

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

Create a District MTSS Manual

Description:

Create a manual in each building linking student need to interventions

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

Implementation Steps:

Implement Individual MTSS Plans

Description:

Create and implement an MTSS plan for each student performing below grade level in math and reading. The district is to pay special attention to assuring all teachers with ELL students are appropriately trained in appropriate intervention strategies.

Start Date: 9/1/2017 **End Date:** 6/1/2021

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

Supported Strategies:

- Build MTSS Into Each Building

Create a Pyramid of Interventions

Description:

Each building creates a pyramid of interventions. The district is to pay special attention to assuring all teachers with ELL students are appropriately trained in appropriate intervention strategies.

Start Date: 9/1/2017 **End Date:** 6/1/2020

Program Area(s): Special Education, Student Services, Educational Technology

Supported Strategies:

- Build MTSS Into Each Building
- Create a District MTSS Manual

Create a District Reading/Math Intervention Manual

Description:

Each building contributes to a district reading/math intervention manual. The district is to pay special attention to assuring all teachers with ELL students are appropriately trained in appropriate intervention strategies.

Start Date: 9/1/2017 **End Date:** 6/1/2021

Program Area(s): Special Education, Educational Technology

Supported Strategies:

- Create a District MTSS Manual

*Train Staff on Differentiated Instruction***Description:**

Train the entire district staff on Differentiation.

Start Date: 9/1/2016 **End Date:** 6/1/2019

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

Supported Strategies:

- Build MTSS Into Each Building
- Create a District MTSS Manual

Goal #2: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum data, assessment data, Act 48 survey data

Specific Targets: School Performance Profile Score, yearly district goals

Type: Annual

Data Source: PSSAs, Keystones, CDTs, Classroom Assessments

Specific Targets: Individual Learning Plans for all students

Strategies:***Grading Practices*****Description:**

Understand grading practices as they pertain to data, report cards, and individual learning plans for students

SAS Alignment: Standards, Assessment, Curriculum Framework

Individual Learning Plans**Description:**

Create and use Individual Learning Plans for each student

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

Implementation Steps:***District-Level Data Team*****Description:**

Create a district-level data team to review data and form questions

Start Date: 9/1/2016 **End Date:** 6/1/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Grading Practices

Data Analysis Training

Description:

Continue data analysis training on CDTs, AIMSweb, Benchmark Assessments, etc.

Start Date: 9/1/2014 **End Date:** 6/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Individual Learning Plans

Improve Grading Practices

Description:

Review and train staff on effective grading practices.

Start Date: 9/1/2015 **End Date:** 6/1/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Grading Practices

Consistent grading practices w/in and across buildings

Description:

Create building and district-wide grading practices

Start Date: 9/1/2016 **End Date:** 6/1/2021

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

- Grading Practices

*Individual Learning Plans for all Students***Description:**

Create and implement Individual Learning Plans for all students

Start Date: 9/1/2017 **End Date:** 6/1/2021

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

- Individual Learning Plans

Goal #3: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: District-Aligned Curriculum

Specific Targets: Curriculum

Strategies:

Board approved curriculum completely aligned to the PA/Common Core Standards

Description:

Complete and board approve curriculum in all areas that are fully aligned to the PA/Common Core Standards. These items include KUDs, Student Learning Maps and Lesson Plans. The process includes yearly curriculum review and extensive curriculum audit every few years.

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

Implementation Steps:

Continue to write KUDs, Course Cover Sheets, and Timelines

Description:

Continue to write curriculum to be board approved. Also, determine method to "lock in" Student Learning Maps so that consistency is obtained. Work towards vertical alignment of all subject areas. Review upcoming Keystone Courses for curriculum alignment and PDE required graduation requirements. Create a written procedure for yearly curriculum review once board approved. Daily monitoring of curriculum and strategies will be required of all administrators.

Start Date: 9/1/2014 **End Date:** 6/1/2020

Program Area(s):

Supported Strategies:

- Board approved curriculum completely aligned to the PA/Common Core Standards

Continue to analyze data to review English/Language Arts Curriculum

Description:

Using PSSA, CDT, AIMSweb, etc. data, continuously review/modify reading achievement and curriculum alignment. The district is to pay special

attention to assuring all teachers with ELL students are appropriately trained in appropriate instructional strategies.

Start Date: 9/1/2014 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Board approved curriculum completely aligned to the PA/Common Core Standards

Continue to analyze data to review Math Curriculum

Description:

Using data, determine strategies to improve math curriculum/instruction. The district is to pay special attention to assuring all teachers with ELL students are appropriately trained in appropriate instructional strategies.

Start Date: 9/1/2014 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Board approved curriculum completely aligned to the PA/Common Core Standards

Goal #4: The district commits to providing 24/7 access to curriculum resources and instructional materials through technological resources. The district would commit to necessary training, hardware, and software necessary to fulfill the goal.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

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

Indicators of Effectiveness:

Type: Annual

Data Source: Completion of an initiative which provides 24/7 access to all students

Specific Targets: PSSA Scores, Keystone Scores, Summative Assessments, Culture Survey

Strategies:

Create student access to instruction 24/7.

Description:

To provide 24/7 access for all students in grades 5 - 12.

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

Implementation Steps:

Develop curriculum, deploy hardware for all students, provide professional development

Description:

Curriculum development, deployment of hardware for all students and professional development provided to all teachers must work together for the success of this initiative.

Start Date: 8/31/2015 **End Date:** 6/1/2020

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

Supported Strategies:

- Create student access to instruction 24/7.

Educational and System Software: Maintain and upgrade current site licenses for Microsoft Software agreement and other software needed to deliver instruction in the district

Description:

Update the Microsoft software licensing to include, Enterprise Office Licensing, Windows 7 and Windows 8 Enterprise upgrades, Server Licensing, Exchange Enterprise Licensing, Configuration Server, SharePoint, Forefront and a yearly cost based on full time staff. We are also planning on deploying Office 365 for access to software for all staff and students.

Start Date: 7/1/2014 **End Date:** 5/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Create student access to instruction 24/7.

Enhance District Communication: Upgrade district web site and Student Information System

Description:

We are upgrading our District web site to include WEB 2.0 and 3.0 tools. Our new Student Information System includes a parent portal that will provide all student data to parents.

Start Date: 6/1/2014 **End Date:** 5/1/2019

Program Area(s): Educational Technology

Supported Strategies:

- Create student access to instruction 24/7.

Internet (e-rate) and Intranet Filtering - Provide save and robust intranet and internet resources to all Central Columbia students and Staff

Description:

We will comply with CIPA on the State and Federal Levels. Upgrade all network intranet and internet software and hardware to provide safe and robust network access to online instructional resources. Upgrade the district WAN, LAN and internet connection to support 1300 plus network devices. We are committed to utilizing the most effective educational technology tools to deliver safe and quality instruction, increase parent involvement and community awareness. We will update, as needed, our network backbone, and internet access. Provide state of the art internet firewall and content filtering protection.

Start Date: 6/1/2014 **End Date:** 5/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Create student access to instruction 24/7.

Research, select and deliver the best one-to-one 24/7 instruction delivery system.

Description:

We will research the best one-to-one instructional delivery system (hardware and software) and deploy that system to staff and students.

Start Date: 6/1/2014 **End Date:** 5/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Create student access to instruction 24/7.

Upgrade Telecommunications Systems to provide increased classroom safety

Description:

Classroom telephones that have on campus call ability and emergency 911 call capability.

Start Date: 5/1/2014 **End Date:** 5/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Create student access to instruction 24/7.

Wireless Network Upgrades to support a One-To-One student deployment

Description:

Upgrade all the districts buildings and classrooms wireless access point and wireless network controller to support a one-to-one technology deployment in the High School and the Middle School.

Start Date: 6/1/2014 **End Date:** 5/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Create student access to instruction 24/7.

Appendix: Professional Development Implementation Step Details

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

Strategy #1: Build MTSS Into Each Building

Start	End	Title	Description
9/1/2017	6/1/2021	Implement Individual MTSS Plans	Create and implement an MTSS plan for each student performing below grade level in math and reading. The district is to pay special attention to assuring all teachers with ELL students are appropriately trained in appropriate intervention strategies.
		Person Responsible Building Principal	SH 3.0 S 10 EP 15 Provider Train the trainer
			Type School Entity
			App. No

Knowledge Participants will gain knowledge as to best practices when using data and implementing interventions for individual students.

Supportive Research PLCs - DuFour, Instructional Strategies - Marzano

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills
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needed to analyze and use data in instructional decision-making.

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

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

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

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

Training Format

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

Participant Roles

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors
- Paraprofessional
- Classified Personnel
- New Staff

Grade Levels

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

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
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LEA Goals Addressed: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Strategy #1: Build MTSS Into Each Building
Strategy #2: Create a District MTSS Manual

Start	End	Title	Description	Provider	Type	App.
9/1/2017	6/1/2020	Create a Pyramid of Interventions	Each building creates a pyramid of interventions. The district is to pay special attention to assuring all teachers with ELL students are appropriately trained in appropriate intervention strategies.	SH S EP		

Building Principal 1.0 10 10 Intermediate Unit IU No

Knowledge To investigate possible intervention strategies to include.

Supportive Research PDE RtII Research

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.

Department Focused Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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Student PSSA data
 Standardized student assessment
 data other than the PSSA

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

Strategy #1: Build MTSS Into Each Building
Strategy #2: Create a District MTSS Manual

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/1/2016	6/1/2019	Train Staff on Differentiated Instruction	Train the entire district staff on Differentiation.	Curriculum Coordinator	6.0	6	50	Outside Trainer	For Profit Company	No

Knowledge Understand differentiated assignments and assessment through the use of technology.

Supportive Research Research - Carol Ann Tomlinson

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:
Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Live Webinar
Professional Learning Communities
Offsite Conferences

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

Follow-up Activities Team development and **Evaluation Methods** Classroom observation focusing on

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

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

LEA Goals Addressed: **Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.** **Strategy #1: Individual Learning Plans**

Start	End	Title			Description			
9/1/2014	6/1/2017	Data Analysis Training			Continue data analysis training on CDTs, AIMSweb, Benchmark Assessments, etc.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Curriculum Coordinator	3.0	12	25	IU	IU	Yes

Knowledge To better understand all state and local assessments

Supportive Research Good assessment strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

- Series of Workshops
- Live Webinar
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- New Staff

Grade Levels

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

	Other educational specialists	
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>	<p>Evaluation Methods</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

LEA Goals Addressed: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. **Strategy #1: Grading Practices**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/1/2015	6/1/2019	Improve Grading Practices	Review and train staff on effective grading practices.	Curriculum Coordinator	6.0	3	55	For Profit Company	For Profit Company	No

Knowledge To better understand, create, and analyze teacher assessments and data

Supportive Research

Assessment

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

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

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

	Supt / Ast Supts / CEO / Ex Dir School counselors New Staff	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: Board approved curriculum completely aligned to the PA/Common Core Standards**

Start	End	Title	Description
9/1/2014	6/1/2020	Continue to write KUDs, Course Cover Sheets, and Timelines	Continue to write curriculum to be board approved. Also, determine method to "lock in" Student Learning Maps so that consistency is obtained. Work towards vertical alignment of all subject areas. Review upcoming Keystone Courses for curriculum alignment and PDE required graduation requirements. Create a written procedure for yearly curriculum review once board approved. Daily monitoring of

curriculum and strategies will be required of all administrators.

Person Responsible	SH	S	EP	Provider	Type	App. No
Curriculum Coordinator	6	1	3	School District	School Entity	

Knowledge Improve curriculum with standards

Supportive Research Standards based instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

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

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

Professional Learning Communities

Training Format

Participant Roles Dir
Classroom teachers
Supt / Ast Supts / CEO / Ex

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

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Participant survey Review of participant lesson plans
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LEA Goals Addressed: **Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **Strategy #1: Board approved curriculum completely aligned to the PA/Common Core Standards**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/1/2014	6/1/2018	Continue to analyze data to review English/Language Arts Curriculum	Using PSSA, CDT, AIMSweb, etc. data, continuously review/modify reading achievement and curriculum alignment. The district is to pay special attention to assuring all teachers with ELL students are appropriately trained in appropriate instructional strategies.	Curriculum Coordinators	3.0	15	15	IU	IU	Yes

Knowledge Improved skills in Guided Reading, Read-Alouds, Writing, and Word Work.

Supportive Research Balanced Literacy Research

Designed to Accomplish
 For classroom teachers, school counselors and education Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

specialists:

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

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

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- New Staff
- Parents

Grade Levels

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

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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LEA Goals Addressed: **Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **Strategy #1: Board approved curriculum completely aligned to the PA/Common Core Standards**

Start	End	Title	Description	Provider	Type	App.
9/1/2014	6/1/2018	Continue to analyze data to review Math Curriculum	Using data, determine strategies to improve math curriculum/instruction. The district is to pay special attention to assuring all teachers with ELL students are appropriately trained in appropriate instructional strategies.	IU	IU	Yes
	Person Responsible	SH	S	EP		
	Curriculum Coordinator	3.0	6	10		

Knowledge Deeper knowledge of math

Supportive Research Cooperative learning, higher order thinking

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

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

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed: The district commits to providing 24/7 access to curriculum resources and instructional materials through technological resources. The district would commit to necessary training, hardware, and software necessary to fulfill the goal.

Strategy #1: Create student access to instruction 24/7.

Start	End	Title				Description		
8/31/2015	6/1/2020	Develop curriculum, deploy hardware for all students, provide professional development				Curriculum development, deployment of hardware for all students and professional development provided to all teachers must work together for the success of this initiative.		
		Person Responsible	SH	S	EP	Provider	Type	App.
		Technology Director, Curriculum Coordinator, Principals	6.0	10	50	Private Company	For Profit Company	No

Knowledge To learn how to fully implement a 24/7 instructional environment.

Supportive Research One-to-one research

Designed to Accomplish

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
 - Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 - Empowers educators to work effectively with parents and community partners.
-
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

For classroom teachers, school counselors and education specialists:

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

Instructs the leader in managing resources for effective results.

Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Podcast Online-Synchronous Online-Asynchronous Professional Learning Communities Offsite Conferences</p>		
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists</p>	Grade Levels	<p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>

Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion
Lesson modeling with
mentoring
Journaling and reflecting

Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data
Participant survey
Review of participant lesson plans
Review of written reports
summarizing instructional activity
Portfolio

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by John Coates on 4/27/2016

Board President

Affirmed by Harry Mathias on 4/27/2016

Superintendent/Chief Executive Officer