

Pequea Valley SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

166 S New Holland Rd
PO Box 130
Kinzers, PA 17535
(717)768-5530
Superintendent: Erik Orndorff
Director of Special Education: Cathy Koenig

Planning Process

The Pequea Valley School District stakeholders will convene on July 9 2018, July 31 2018, and Sept. 12 2018 to review and revise the PDE district comprehensive plan. The preliminary presentation for board input will be on October 2 2018, which will be followed up with an open public viewing 30 days to received any further input. This will be followed up with a final review based on input on Nov 8 2018 in preparation for the Nov 30 2108 submission.

The Assistant to the Superintendent will be responsible for overseeing the process and compilation of the building plans that will align with the Title I fund expenditures for each respective Title I allocated school. Each building principal will oversee their respective committee planning.

Mission Statement

Pequea Valley School District will create an environment that inspires each individual to excel.

Vision Statement

Pequea Valley School District - Where Each Learner Counts!

Shared Values

As a community of teachers and learners, we believe that...

Pequea Valley School District places a high value on each individual's choice in learning path. Starting in elementary and middle school, learners engage in career exploration through developing their own personality profile, learning style, and personal aptitudes. Pequea Valley learning facilitators and counselors provide many diversified enrichment lessons to increase exposure to different learning opportunities and career pathways to prepare them for the world of work as well as society. They develop an understanding of their natural gifts and areas of interest through career

awareness tools, allowing them to access information and experiences that lead them to making wise post-secondary choices. Our freshman and sophomores are paired with mentor learning facilitators who meet with each learner throughout the year to discuss career exploration progress, setting and reviewing personal goals, and developing their personal electronic portfolio to highlight and showcase their favorite learning experiences, extra-curricular activities, clubs, and accomplishments. Pequea Valley School District places a high value on each individual's choice in learning path. Starting in elementary and middle school, learners engage in career exploration through developing their own personality profile, learning style, and personal aptitudes. Pequea Valley learning facilitators and counselors provide many diversified enrichment lessons to increase exposure to different learning opportunities and career pathways to prepare them for the world of work as well as society. They develop an understanding of their natural gifts and areas of interest through career awareness tools, allowing them to access information and experiences that lead them to making wise post-secondary choices. Our freshman and sophomores are paired with mentor learning facilitators who meet with each learner throughout the year to discuss career exploration progress, setting and reviewing personal goals, and developing their personal electronic portfolio to highlight and showcase their favorite learning experiences, extra-curricular activities, clubs, and accomplishments.

Belief Statements

1. Learning occurs when a positive relationship is developed with each PV learner.
2. Learning occurs when the environment is focused around autonomy, mastery, and purpose.
3. Learning will occur in flexible environments.
4. Learning is a collaborative activity.
5. Learning occurs when associated with a child's interest, strengths, and zone of proximal development.
6. Learning occurs at different paces and rates.
7. Learning will allow EACH PV learner to receive their Post-Secondary "First Choice."

Educational Community

Pequea Valley School District is located in eastern Lancaster County, Pennsylvania, the heart of the Amish country. Geographically we cover approximately 82.5 square miles of rolling farmland and small communities. Though we have 11 Zip Codes covering our district, we have no communities of any appreciable size, no central town to provide public services, and no local police force. We appear to be a predominantly farm community, but we actually have very few children who live on working farms. Most of the farms are owned by the Amish, and a few by Mennonites. As these groups progressively purchase more of the available land, we see an increasing number of new households sending their children to their own schools. As a result the public school system now educates only 36 percent of the available 5-17 year olds. The other significant demographic characteristic of the district is the increasing number of rental properties available, and with this has come increasing numbers of economically disadvantaged, non-English speaking learners, and a very transient population. As a result, our district Free & Reduced numbers have increased to 57 percent.

Planning Committee

Name	Role
Rich Eby	Administrator : Professional Education Schoolwide Plan
Cathy Koenig	Administrator : Professional Education Special Education
Erik Orndorff	Administrator : Professional Education Special Education
Tim Hess	Building Principal : Professional Education Special Education Schoolwide Plan
Amy Koberstein	Building Principal : Special Education
Gerianne Lambert	Building Principal : Special Education
Sheri McGowan	Building Principal : Special Education
Sheri McGowan	Building Principal : Professional Education Schoolwide Plan
Arlen Mummau	Building Principal : Professional Education
Beth Reinhart	Building Principal : Special Education
Beth Reinhart	Building Principal : Professional Education Schoolwide Plan
Greg Donecker	Business Representative : Professional Education
Kurt Thomas	Business Representative : Professional Education
Micah ?	Community Representative : Professional Education Schoolwide Plan
Chuck Holt	Community Representative : Professional Education
Shira Kauffman	Community Representative : Professional Education Schoolwide Plan
Tim Rogers	Community Representative : Professional Education
Ashley Heagy	Ed Specialist - Instructional Technology : Professional Education
Jared Erb	Ed Specialist - Other : Professional Education
Rebecca Scheuer	Ed Specialist - School Counselor : Professional Education
Kati Pusey	Ed Specialist - School Psychologist : Professional Education Special Education
Emily Ross	Ed Specialist - School Psychologist : Special Education
Pam Goshert	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan

Marie Johnston	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
LeeAnn Wenger	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Meagan Warfel	Elementary School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Abbie Houck	High School Teacher - Regular Education : Professional Education
Tara Reed	High School Teacher - Regular Education : Professional Education
Amy Shay	High School Teacher - Regular Education : Professional Education
April Sutherland	High School Teacher - Special Education : Professional Education Special Education
Christy Collins	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Jeanette Meck	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Jodi Arment	Parent : Professional Education Schoolwide Plan
Gena Beegle	Parent : Professional Education
Sarah Byler	Parent : Professional Education Schoolwide Plan
Dawn Dixon	Parent : Professional Education
Gloria Eby	Parent : Professional Education Schoolwide Plan
Corrie Eby	Parent : Professional Education Schoolwide Plan
Kristin Gentzler	Parent : Professional Education Schoolwide Plan
Shannon Heverin	Parent : Professional Education Special Education
Brandi Houck	Parent : Professional Education Schoolwide Plan
Holly Lerch	Parent : Professional Education Schoolwide Plan
Kristina Porter	Parent : Professional Education Schoolwide Plan
Kelly Reid	Parent : Professional Education Schoolwide Plan
Jenn Rogers	Parent : Professional Education
MaryEtta Kauffman	Special Education Secretary : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The data shows the even with the implementation of a PA Core aligned curriculum, there needs to be an audit completed to better align with the assessment expectations of the state. The goals to create a k-6 ELA and Math learning continuum and adopt a revised k-6 ELA and Math diagnostic assessment will address this.

Elementary Education-Intermediate Level

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

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

The data shows the even with the implementation of a PA Core aligned curriculum, there needs to be an audit completed to better align with the assessment expectations of the state. The goals to create a k-6 ELA and Math learning continuum and adopt a revised k-6 ELA and Math diagnostic assessment will address this.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
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	Accomplished	Accomplished
PA Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished

Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Non Existent	Non Existent

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
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	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	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

Hybrid Learning models are being implemented along with a revised literacy assessment to better address each learner's literacy development needs.

Adaptations

Elementary Education-Primary Level

Checked answers

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

*Unchecked answers**None.***Elementary Education-Intermediate Level***Checked answers*

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

*Unchecked answers**None.***Middle Level***Checked answers*

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

- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

Each of the areas are expanded upon in a project based manor utilizing Learning Focus strategies, our one to one digital devices, google drive, Empower, and Schoology. Our 339 plan has really enhanced the career curriculum as well as our k-12 STEM curriculum.

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:

Each disciplines curriculum maps are outlined utilizing the Doug Reeves and Learner Outcome templates. This includes PA Core Standards Alignment and pacing ensuring completion of all eligible content. Formative and summative assessments aligned to ensure mastery of these Standards are embedded throughout the year. Department and grade level meetings are held on a bi-weekly or monthly basis in order to monitor progress.

Department Chairs and Curriculum Leaders who are supervised by their building principal and Director of Curriculum act as a liason in this process. The Director of Curriculum and Instruction and the Department Chairs/Curriculum Leaders attend the local IU point of contact meetings in order to stay abreast with the most recent educational initiatives. Although this is an on-going annual process, all of the content areas are on an official annual revision cycle.

At the primary level we utilize DRA, DIBELS, Fountas & Pinnell Benchmark Assessment System, LID, Letter Sound Test, District Writing Prompt, First in Math online program as well as the daily curriculum assessments to track measurement of mastery.

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:

Each disciplines curriculum maps are outlined utilizing the Doug Reeves and Learning Outcome templates. This includes PA Core Standards Alignment and pacing ensuring completion of all eligible content. Formative and summative assessments aligned to ensure mastery of these Standards are embedded throughout the year. Department and grade level meetings are held on a bi-weekly or monthly basis in order to monitor progress.

Department Chairs and Curriculum Leaders who are supervised by their building principal and Director of Curriculum act as a liason in this process. The Director of Curriculum and Instruction and the Department Chairs/Curriculum Leaders attend the local IU point of contact meetings in order to stay abreast with the most recent educational initiatives. Although this is an on-going annual process, all of the content areas are on an official annual revision cycle.

At the intermediate level we utilize Fountas & Pinnell Benchmark Assessment System, DIBELS, QRI, 4-Sight Testing, Classroom Diagnostic Tools, Achieve 3000 Kid/Biz online reading program, ALEKS online math program, My Access online writing program, District

writing prompts as well as the local curriculum daily assessments to track measurement mastery.

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:

Each disciplines curriculum maps are outlined utilizing the Doug Reeves and Learning Outcome templates. This includes PA Core Standards Alignment and pacing ensuring completion of all eligible content. Formative and summative assessments aligned to ensure mastery of these Standards are embedded throughout the year. Department and grade level meetings are held on a bi-weekly or monthly basis in order to monitor progress.

Department Chairs and Curriculum Leaders who are supervised by their building principal and Director of Curriculum act as a liason in this process. The Director of Curriculum and Instruction and the Department Chairs/Curriculum Leaders attend the local IU point of contact meetings in order to stay abreast with the most recent educational initiatives. Although this is an on-going annual process, all of the content areas are on an official annual revision cycle.

At the middle level we utilize Classroom Diagnostic Tools, Achieve 3000 Teen/Biz online reading program, ALEKS online math program, My Access online writing program, Membean grammar online program, District writing prompts as well as the local curriculum daily assessments to track measurement mastery.

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:

Each disciplines curriculum maps are outlined utilizing the Doug Reeves and Learning Outcomes templates. This includes PA Core Standards Alignment and pacing ensuring completion of all eligible content. Formative and summative assessments aligned to ensure mastery of these Standards are embedded throughout the year. Department and grade level meetings are held on a bi-weekly or monthly basis in order to monitor progress.

Department Chairs and Curriculum Leaders who are supervised by their building principal and Director of Curriculum act as a liason in this process. The Director of Curriculum and Instruction and the Department Chairs/Curriculum Leaders attend the local IU point of contact meetings in order to stay abreast with the most recent educational initiatives.

Although this is an on-going annual process, all of the content areas are on an official annual revision cycle.

At the middle level we utilize Classroom Diagnostic Tools, Achieve 3000 Empower online reading program, ALEKS online math program, My Access online writing program, Membean grammar online program, District writing prompts as well as the local curriculum daily assessments to track measurement mastery.

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.

Pequea Valley School District utilizes IEP Writer a component of K12 Systems to create special education documents. It allows for the district to create IEPs and other reports that are of high quality and truly individualized to meet the needs of the students. This program will be a part of an integrated student management system, which will enable teachers to have easy and immediate access to student data. IEP Writer is a web- based program, which allows for teachers to work on documents in multiple settings and allows the document to be revised in IEP meetings. It will also increase turn-around time in getting IEPs into the hands of both parents and providers to ensure timely implementation of services. Pequea Valley School District will continue to support special education teachers in the development of IEPs with yearly trainings on updates and changes to the regulations.

Training will be provided to all staff and faculty of the key components of the IEP and differentiated instruction to maintain the Least Restrictive Environment.

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

Unchecked Answers

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

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

Differentiated Supervision for Staff Development

Philosophy

Professional growth occurs when teachers and supervisors meet to reflect and collaborate about what is happening in classrooms and schools. Teachers should be actively involved in the decisions that impact their professional growth.

Differentiated Supervision offers alternatives for professional growth. It is intended to result in meaningful professional growth characterized by reflection, goal setting, accountability, data collection and achievement and must be based on the component of the Danielson Framework for Effective Teaching. It is a collaborative process by which the supervisor and staff member determine and develop an aspect of professional growth based on a shared perception of individual talents, strengths and goals. The end result is a mutually agreed upon plan or contract between the supervisor and teacher that delineates the structure, process, and criteria for evaluation. Differentiated Supervision consists of three categories. These include:

1. **Traditional Mode (Educator Effectiveness Danielson Model) (assigned by administration)**
- a systematic program of supervising a teacher to assist the teacher to grow professionally.

The process incorporates a minimum two cycles of pre-observation conferences, observations, and feedback conferences along with a minimum of two walk-throughs. Written reports are discussed with the teacher and used in formative assessments and summative evaluations.

2. **Peer Coaching Mode -**

professional employees work in dyads or triads to discuss and observe their own or another professional employee's pedagogy, student learning, curriculum aligned to the PA Common Core Standards, and other pertinent issues in a collaborative manner. The professionals will work together to define their professional needs and develop plans to assist them in the successful completion of the identified tasks including: specific target area(s), the evidence to be collected, observation dates and a reflective session. Meeting notes, resources, data collection tools, and the results of the reflective sessions with the principal will be used in formative assessments and summative evaluations. A minimum of two walk-throughs will also be included towards the completion of the PDE Educator Effectiveness Model.

1. **Goal Setting/Action Research Mode -**

professional employees will develop a structured, on-going reflection of a practice-related topic (Danielson *Framework for Teaching*). Professionals may work individually or in small groups, dyads or triads, to complete the action research project. Meeting notes, resources, data collection tools, and the results of the reflective sessions with the principal will be used in formative assessments and summative evaluations. A minimum of two walk-throughs will also be included towards the completion of the PDE Educator Effectiveness Model.

Untenured teachers

- Professional employees without tenure will be placed on the Traditional Observation Mode with a minimum of two cycles of observations taking place each year for three years or until tenure is obtained.

Tenured teachers

- All tenured teachers, who have a satisfactory rating of proficient or distinguished on the Danielson Framework for Effective Teaching, will select from the Differentiated Supervision options, returning to the Traditional Mode every third year.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

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

Middle Level

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

Learning Facilitator/Teacher Candidate Selection Process

Our learning facilitator/teacher candidate selection process consists of the following:
Phase I: Review of Application Each candidate's completed application will be reviewed for educational philosophy, scholastic excellence, diversity of experience, and any outstanding achievements. Successful candidates must meet these criteria to be invited for an interview:

- Undergraduate transcripts which reflect a 2.8 or higher overall GPA
- National Teacher Exam scores which indicate a 75th percentile
- A score of 8 or more on the Teacher Perceiver Questionnaire, which reflects a candidate's philosophy, beliefs, and talents.
- In addition, these qualities are sought:
- Awards, honors, and additional college activities
- Community and volunteer service, work experiences
- Special talents and/or unique training; experience in technology

Phase II: Initial Interview Candidates will participate in an interview with a team of stakeholders. Successful candidates from this phase will be invited for a second interview to teach a 20 minute mini lesson to 6-10 PV learners of the grade range of the desired position. Phase III: The final candidate will visit the building and engage in a more informal question and answer prior to being offered the position. The successful candidate's records will then be placed in our file for the appropriate position. When a position becomes

available, the candidate will be called for an interview with the appropriate principal and others. Candidates may also be invited to demonstrate their teaching talent, or provide a video of their classroom teaching performance at that time. Teachers in Pequea Valley School District are hired for teaching in the district, not just one building or school. Scheduling of teachers is based on their content and pedagogy knowledge as it pertains to their assigned content area or grade level. Teachers with expertise in specific intervention areas may be assigned to the RTII program or in a special ed co-teaching capacity.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	8.00	8.00	8.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to

include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Chapter Assessments, Unit Assessments, Module Assessments, PSSA's, Keystones, NOCTI, Hands on Oral Presentations	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
4-Sight, Study Island, DRA, QRI, BAS, DIBELS, Locally Developed	X	X	X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Daily Check for Understanding (Learning Focused Schools Instructional Strategies), Quizzes, Hands on Oral Presentations	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
CDT's (Classroom Diagnostic Tools), ALEKS online Math Program, Achieve 3000 online Reading Program, First in Math Program, My Access, Membean Grammar Program	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Department and grade level Professional Learning Community meetings occur on scheduled cycle day throughout the school year to continually analyze student assessment data. Formative assessments are reviewed and tweaked on a weekly basis. Summative, Diagnostic, and Benchmark Assessments are reviewed on an annual basis during department/grade level collaboration time. District and Building Level Administration monitor the implementation and effectiveness of these assessments during teacher observation and walk throughs. The Intermediate Unit is utilized as a resource on a monthly basis.

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.

A district team that encompasses district and building level administration, department chairs and lead teachers develop and monitor local assessments on an annual basis. These assessments are developed utilizing educational research based programs. Although this is monitored and tweaked on an annual basis, each content area is on a five year complete revision cycle.

Collection and Dissemination

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

District utilizes Sapphire's Assessment Tracker, Performance Pathways, Member Center, PDE's eDirect, eMetric, Moodle, ALEKS, Achieve 3000, My Access and Career Cruising to house and disseminate all student performance data. These are utilized frequently during department, team, grade level and admin professional learning community meetings.

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.

Assessment data is utilized to differentiate instruction and group students in the regular ed classroom, special education push-in and pull-out instruction, organize our RTII program and to develop and group remediation sessions.

Assessment Data Uses

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

Grade level and department level collaboration with the guidance of department chair, building level admin and director of curriculum regroup students and differentiate instruction after each unit of study.

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

Provide brief explanation of the process for incorporating selected strategies.

We utilize our professional education committee and superintendent council along with administrative office staff to develop and disseminate the above information.

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

Develop a relationship with the township and county public relations staff.

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.

Pequea Valley does not have any "Struggling Schools". Each school has completed a school wide comprehensive plan targeting the identified concerns and developed action plans to address the growth of each area in the PVAAS pie chart.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
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:

We presently do not have an onsite resource officer but work closely with the state police.

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.)

How are students identified as gifted?

The student would receive an IQ score of 130 or greater and by looking at other factors such as:

- Achievement test scores that are a year or more above level
- Observed or measured acquisition/retention rates that reflect gifted ability (how quickly a child learns new concepts or information, and how long he or she remembers it)
- Achievement, performance or expertise in one or more academic areas that demonstrates a high level of accomplishment
- Higher level thinking skills

What is the procedure to determine giftedness?

- The student can be referred by a teacher or parents.
- A preliminary test can be given by the school counselor and the results are shared with the parent.
- If the scores are significant the information is given to the psychologist and a Permission to Evaluate is sent to the parents before testing can begin

- If the child qualifies on the Evaluation Report (as discussed above) a GIEP will be written.

What are the important parts of a Gifted Individualized Education Plan (GIEP)?

The GIEP describes the nature and extent of gifted support that a student needs. The GIEP will contain a statement of the student's present educational performance. The GIEP team will write annual goals and short term learning outcomes that meet the student's.

- Annual goals will describe what the student can be expected to learn during the year.
- Short-term outcomes are the sequential steps the student must take in order to reach these goals.

The GIEP will also include: specially designed instruction and support services that the student requires to meet the goals; dates for beginning the GIEP; ways for determining whether the goals and learning outcomes are being met; the names and positions of the GIEP team participants; and the date of the meeting

What does the Gifted Program look like at PVSD?

The gifted program is called Journey at the Elementary and Middle School Levels. It is a pull out program where students are given the opportunity to work on project based assignments, attend EEE and SEE Seminars through IU13, attend district sponsored speaker assemblies, and participate in local and national contests and competitions.

The gifted program at the high school is called Seminar. Our High School students have the opportunity to meet with our gifted teacher at least one time per six day cycle. They are encouraged to take AP courses, and work on independent projects, attend SEE Seminars and participate in local and national contests and competitions with the guidance of their AP teachers and gifted teacher.

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	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	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

We have embedded collaboration meetings during opening PD days to educate all involved in each student's life regarding their specific needs. During the year we have weekly grade level meetings that involve those providing interventions on an as needed basis based on progress monitoring.

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

1. We have 3 Pre-K Count classes in our one elementary school, 2 Head Start in another, Bright Horizon Birth to 5 daycare/pr-k in our MS, and 2 birth to 5 Literacy Liaison home visitors.
2. We work with the Factory outreach program to establish after school programs.
3. Our counselors work closely with our social workers on workforce development programs.
4. We hire tutors that work with all identified students.
5. We now have an official Career Readiness Coordinator that focuses on internships and post-secondary career placement.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

We work closely with the Pre-K counts program run by Hildebrandt to ensure a smooth transition, however, one of our district action plans is to increase collaboration with other pre-schools housed in our school district. All students receive screening and orientation. We work closely with the IU regarding all students with disabilities and transition meetings for programming purposes.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered

Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered

Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered

Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	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.

We utilize 11 district professional development days that address the district initiatives, which encompass our Learning Focus School strategies, instructional technology best practices, data driven decision making, and new PDE educator effectiveness evaluation process. Learning Facilitators/Teachers are included in curriculum leader committees that meet throughout the year.

All principals participate in the PILS program. Monthly group admin meetings and bi-weekly individual meetings. All admin received LFS and Apple instructional technology focus training.

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:
8/16/2018
The LEA plans to conduct the required training on approximately:
10/5/2018
11/2/2018

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:
8/16/2018
The LEA plans to conduct the training on approximately:
10/5/2018
11/2/2018

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.

Pre and post professional development surveys are utilized to plan and then gauge effectiveness. The PD is planned to address our LFS, PDE educator effectiveness Danielson Framework components, school safety ALICE and our SAMR instructional tech initiative. Weekly grade level meetings target the continued support towards these initiatives.

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.
- The induction program includes 3 days of intensive professional development that includes all of the above items. We utilize the LFS model, ALICE, SAS, Diversity Training, and mentorship program.

*Unchecked answers**None.*

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

The induction program includes 3 days of intensive professional development that includes all of the above items. We utilize the LFS model, ALICE, SAS, Diversity Training, and mentorship program.

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.

All new teachers to the district participate in the traditional observation level of the Educator Effectiveness evaluation model which includes multiple observations, walk throughs and meetings with the director of curriculum and instruction and their respective mentor. These teachers must submit their induction portfolio at the end of the induction period. We also utilize the IU to support and supply instructional PD support.

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.

Mentors are chosen that are at the proficient level of the Danielson model at the minimum and are tenured. The mentors receive guidance on expectations of material to cover and common planning time to meet on a consistent basis. These mentors also receive stipend compensation for their leadership.

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	X		X		
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X					
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X		X			X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The district receives information from PDE and our local IU regarding key needs for the induction program. Mentor, new teacher, and all admin offer feedback in order to give guidance towards monitoring and evaluating.

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: **346**

Identification Method

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

The Pequea Valley School District has worked to align the process and policies for the identification of students with Specific Learning Disabilities (SLD) with those set by the Pennsylvania Department of Education guidelines and Chapter 14 of Pennsylvania State Regulations. Pequea Valley uses Response to Instruction and Intervention (RtII) to rule out lack of appropriate instruction as the primary factor in explaining student underachievement before referral for SLD eligibility. At this time, the Pequea Valley School District uses the discrepancy model to qualify a student with a learning disability. Students

referred for SLD eligibility determination receive a comprehensive multidisciplinary team evaluation (MDE). The evaluation will seek to: (a) confirm the student's level of academic achievement, (b) identify a pattern of academic and processing strengths and weaknesses compared to age and grade level standards, (c) address any additional questions identified by the evaluation planning team, and (d) determine the student's need for specially designed instruction (SDI) to address the disabling condition.

To determine if a multidisciplinary evaluation referral is warranted, the Pequea Valley School District building's student support team (SST), which is composed of building administration, school counselor(s), school psychologist(s), and reading specialist(s), will meet to discuss and consider the following information and the corresponding data:

1. The team first initiates the referral process by determining if a student is demonstrating "inadequate academic performance or achievement" by collectively gathering and reviewing data regarding the student's grades, performance on local and/or State assessments, classroom observations, and any other relevant information regarding his/her academic progress.
2. If a student has been determined by the SST of demonstrating "inadequate academic performance or achievement," interventions are discussed and implemented through general education.
3. After appropriate weekly monitoring using curriculum based measurement (CBM) probes, and after attempts have been made to implement at least two interventions with appropriate intervention periods (a duration of at least 6-8 weeks) and with fidelity, a student should be considered non-responsive to the interventions when the student's academic achievement has: (a) been determined to be significantly lower than his/her peers, (b) the gap between the student's achievement and that of his/her peers increases, or (c) the student's rate of improvement (ROI) is not sufficient enough to close his/her academic gap.
4. As long as other information to explain the lack of achievement is not relevant, students who fail to make sufficient academic progress considered adequate for his/her age when provided with a series of scientific, research-based interventions would be considered for a comprehensive multidisciplinary evaluation. (The significant non-response must be a result of consistent goal setting and progress monitoring.)

The Pequea Valley School District outlines Specific Learning Disability eligibility criteria in the following manner:

1. The comprehensive MDE includes additional assessment procedures to confirm the student's levels of achievement in the area of concern, address any additional referral concerns identified by the team and identify a pattern of strengths and weaknesses compared to age and grade level standards in academic performance, achievement and processing weaknesses in the areas related to the specific academic concerns.

2. An assessment begins by determining if the student demonstrates “inadequate academic performance or achievement.” The Pequea Valley School District specifies that a student should be at or below the 10th percentile to meet the SLD qualification under the component of eligibility criteria. After appropriate weekly monitoring using curriculum based measurement (CBM) probes, and after attempts have been made to implement at least two interventions with appropriate intervention periods (a duration of at least 6-8 weeks) and with fidelity, a student should be considered non-responsive to the interventions when the student’s academic achievement has: (a) been determined to be significantly lower than his/her peers (at or below the 10th percentile), (b) the gap between the student’s achievement and that of his/her peers increases, or (c) the student’s rate of improvement (ROI) is not sufficient enough to close his/her academic gap.

3. The data gathered through the pre-referral process helps to determine when the student is performing significantly below the level or standard of his or her peers and there is a deficit in the rate of improvement (ROI) to instruction with intervention. To establish SLD, the team should be able to answer “yes” to the following questions.
 - Were at least two intensive intervention sessions implemented in general education with fidelity, with limited affect on the student’s achievement? The student is learning at a rate significantly less than his or her peers. The significant non-response must be a result of consistent goal-setting and progress monitoring.
 - Goal Setting: If one grade level below, an appropriate goal would be at grade level proficiency at least at the 10th percentile. If more than one year below grade level, an appropriate goal would be at the 25th percentile of the next highest grade level and at the 10th percentile of their grade level.
 - Progress Monitoring: Should occur at least weekly. Their rate of improvement is significantly inadequate in comparison to the student’s goal and expected rate of progress for their age and grade level.
 - Is there evidence of the student’s low performance relative to age and grade level standards or other data points that meet the following criteria?
 - Curriculum Based Assessments that show the student is at or below the 10th percentile of current grade level.
 - Norm referenced standardized assessment that is at or below the 10th percentile.
 - Other data that demonstrates the performance of the student’s median performance is below that of his or her placement peer by discrepancy ratio of at least two.
 - The student’s instructional performance level is two or more grade levels below his/her current placement, as determined by CBM or standardized assessments of academic achievement.

- The student demonstrates a pattern of significant weakness in specific processes related to the academic area of concern:
- Reading Skills: Phonemic Awareness, Verbal Reasoning, Fluency, Working Memory, Processing Speed, Associative Memory
- Math Skills: Quantitative, Long-Term Memory, Working Memory

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>

In reviewing our Enrollment Data from the December 1, 2016 Child Count there are five different areas that we show a discrepancy with the state average. As an LEA we have a 15.9% special education enrollment of students with the disability of autism, the state average for autism is 10.7%. The district has committed to purchasing and training our psychologists with the ADOS assessment for the 2018-2019 school year.

As an LEA the disability category of emotional disturbance is 9.7%, which is in discrepancy to the state average of 8.5%. As a district, we will continue to review our RTII support for social-emotional and behavioral supports as a district wide team. A universal screener called the Student Risk Screening Scale (SRSS) will be used at the elementary level in the 2018-2019 school year to review intrinsic and extrinsic behaviors of students and be able to establish supports through a building wide system.

As a LEA, Intellectual Disability at 4.9% is lower than the state average of 6.5%. We will continue to monitor students progress in the areas of adaptive and cognitive development through IEP goals and team discussions. Psychologist will research continued professional development on adaptive skills' progression and develop professional development for special education department in the understanding of adaptive skills development.

The state average for Other Health Impairment is 14.9%, while as an LEA we are at 22.4%. We will continue to work as school wide systems across the entire district to review supports for social-emotional and behavioral supports. We will continue to support general education teachers in classroom management techniques with expectations and consequences. As of the 2017-18 school year, the Connor's was added as an assessment used when evaluating for ADHD. We will continue to provide professional development in the area of trauma informed staff as a district wide team.

As a district we are well below the state average for Specific Learning Disability with average of 28.9% while the state average of 41.8%. In 2018-2019 school year the district will continue the discussion of the RTii model, as well as our procedures with programs and referrals.

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?

Pequea Valley School District meets the obligations of Section 1306 by providing an education to non-resident students living in an institution within our district. Pequea Valley School District is responsible for providing the educational programming for students including students with disabilities who are placed in the institution and for ensuring the provision of FAPE in accordance with IDEA. When the school district is notified by the institution where the child is residing, the Director of Student Service reaches out to the director of the institution to request any documentation if it has not already been received. The Director of Students Service reviews school records and reaches out to set an IEP meeting to make decisions on goals, specifically designed instruction, and educational placement for each student through their IEP. If the student has a service agreement under Chapter 15 the same process will be followed to set up a meeting with the family. In ensuring appropriate education programming, the Director of Student Service will be in contact with the institution's director to locate, identify and evaluate any students who would need services while residing in the district. If there is a student who is suspected to be eligible for services, Pequea Valley School District will seek consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by Pequea Valley School District, or a person appointed by the court to provide such consent. Pequea Valley School District has appointed an individual to be our surrogate for any student and have had that individual trained through IU!3. If a student transfers into our district and a decision as to the appropriate educational placement has not been made before the student comes to the facility, Pequea Valley School District will have the student attending school/program within five days of admission to the institution. At his time there are no barriers that exist which limit the district in meeting our obligation under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

No correctional institution is located within the District. If one did exist, the district would comply fully with the requirements of IDEA 04 and PA regulations for Chapter 14 regarding the identification, evaluation, placement and special education services for eligible school-aged students.

Pequea Valley School District provides information to facilities when incarceration occurs. The Youth Intervention Center in Lancaster, PA has contact information for the district and can request any needed information from special education office. When a student has been identified as having received services, we provide the following information to the facility: Permission to Evaluate, Evaluation/Re-evaluation Report, IEP meeting invitation, IEP, NOREP. The host district of the facility serves students who are incarcerated and PVSD is not typically involved in any new paperwork.

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.

Pequea Valley School District continues to be committed to educating students within the boundaries of the school district whenever possible and involving students in the general education curriculum and environment for the maximum amount of time appropriate for the individual student. The regular education classroom is always the first consideration of service delivery.

Pequea Valley School district reviews teaching models that will allow students to remain in the general education setting. At each level during the IEP meeting we review the needed supports for the student and discuss any additional supports that are needed within general

education prior to pulling the student for an extensive amount of time into the special education classroom. At Pequea Valley Intermediate School we have co-teaching for Language Arts and Math which provides a special education teacher and a content teacher in the classroom to support the students needs.

Pequea Valley School District partners with the IU13 TacT team to deliver professional development and consult with us on programs that we are using within the district. Professionals at each grade level are also given the opportunity to attend professional development and new initiatives that would assist in the growth of our students or help build our programming within the district.

Students are only educated in an alternative setting if Pequea Valley School District cannot provide the necessary supports for the students. The IEP team includes parents, students (age appropriate), related service providers and other relevant personnel to assist in considering a variety of services and programs. A full continuum of services is available either within the district boundaries, in partnership with neighboring school districts or within IU programming. When a student is placed in an alternative location, the district continues to receive updated progress reports. District Special Education staff participate in IEP team discussion and decision making process so that the possibility of a return to Pequea Valley School District is considered on an ongoing basis. In addition the students are invited to participate in any extra-curricular or co-curricular activities that he/she may be interested in. The Director of Student Services and Special Education attends all meetings for students in outside placement.

In Pequea Valley School District 71.4% of our students are educated 80% or more of the time in general education classroom settings. This is above the state average of 62.4%. We have 5.4 % of our students placed outside of the district. We continue to review our data of outside placements and examine programs that we might maintain within the district, in order to return these students to on-campus locations..

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.

The purpose of the Pequea Valley School District policy on behavioral support is to have students with disabilities educated in the least restrictive environment. Students shall only be placed in settings other than the regular education class when the severity of the behavior is such that the regular education setting with the use of appropriate supplementary aids and services cannot allow the students to be educated successfully. The

IEP team will develop a positive behavior support plan for the student if he/she requires specific interventions to address behaviors that interfere with learning. The school psychologist works with the team in completing a Functional Behavioral Assessments and Positive Behavior Support Plans for students whose behaviors impede their own learning or that of others. We have partnered with the IU13 for the services of an Applied Behavior Analysis therapist for consultation with regard to students in need of an FBA, PBSP and interventions.

This policy was reviewed recently to consider the most current research based practices and to ensure that restraints are used only as a last resort and only if student presents a danger to self or others.

The district will provide regular training to targeted staff on specific procedures, techniques that will be used to implement positive behavior supports or interventions with students' IEP and Board Policy. The district has two certified trainers trained through the Crisis Prevention Institute (CPI) for Non-Violence Crisis Prevention. Each building in the school has a behavioral team which assist with preventive strategies and works with teachers when a student is acting out. The behavioral support teams at the elementary schools meet monthly to review procedures. The Special Education Director is also included in these meetings at each elementary school. The behavioral team will debrief after an incident to examine any needed trainings strategies or supports needed. If additional supports are needed in a building the Director of Special Education is notified.

Both elementary schools in the district have building level Positive Behavioral Support teams. Each building has a tier I system of supports for behaviors.. Each team scored 80% on their review in the 2016-2017 school year and will work for fidelity in 2017-18 school year. Each PBIS school team meets monthly to review data, systems and procedures. Each team will be adding a Tier II and Tier III support system in the 2018-2019 school year. The behavioral support teams work with the administration to create a building wide system of behavioral tracking and reviewing individual data to create plans for students. After introducing an intervention data is collected for 6-8 weeks as the team monitors the progress of the student.

Pequea Valley School District continues to provide support to personnel to effectively manage behavioral concerns in a proactive manner. Student Service personnel include our Social Worker and two Psychologists provide support within our Emotional and Autistic Support classrooms. Our school psychologists and social worker attends Student Assistant Meetings and PBIS meetings to provide behavioral support and additional supports in development of support systems in the regular education classroom. Our psychologists will analyze the data to determine the effectiveness of our plan and identify any needed changes while collaborating with the team. Pequea Valley School District has been able to establish a partnership and is able to offer school-based counseling in all four schools in our district. With these services we have had the opportunity to offer another layer of needed support

for our students and families. We have also partnered with our Student Assistance Program provider and have a team of qualified individuals who meet as a team at the secondary level to assist students by assessing needs and providing groups, mentors, or recommendation for outside supports.

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.

Pequea Valley School District is not currently having any difficulty ensuring FAPE for any or our students. The Child Development Center operated by the Chester County IU provides a center-based emotional and autistic support program and we currently have nine students receiving service through this program. We also have two students who receive behavioral -support service with the IU 13. We do currently have two students who needs services in a RTF program and receiving those services at The Bradley Center and the Devereux campus. Pequea Valley School District participates in interagency meetings when needed to bring together all interested parties to resolve issues related to providing services or finding an appropriate placement for students to remain in the least restrictive environment.

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.

Pequea Valley School District supports special education services from Kindergarten through high school graduation, or the age of 21. We offer a continuum of services for Learning Support, Autistic Support and Emotional Support that occur in the Least Restrictive Environment. Related services are also provided through the district in the area of occupational therapy, physical therapy, and speech therapy. We contract with IU13, CCIU,

or neighboring school districts for programs when we, as a small district, cannot support a particular program within our district.

Pequea Valley School District implemented full day kindergarten at the beginning of the 2004-2005 school year for all students. For students at risk, this full day program provides the extra learning experiences and structure that can help to prevent the need for future special education services. The district has seen an increase in DIBELS scores and an increase in math and reading scores on PSSA which can be linked to implementation of this program. Pequea Valley School District partners with outside agencies to provide pre-kindergarten service within the district. We have three Pre-K Counts classroom at Salisbury Elementary and a Head Start classroom at the Together Center. Each of these classrooms works with Pequea Valley School District to provide pre- kindergarten academic and behavioral support to get students ready for kindergarten. The Pequea Valley School District was also created a position of a Birth to four literacy liaison who works with families in the community bridging the education and home. She is also working with parents on literacy skills, providing literacy workshops and providing resources for families with pre-reading activities.

The pre-referral process for special education includes a Student Support Team in all buildings K-6. These teams include administrators, school counselors, reading specialists, regular education teachers and school psychologists. The district is providing Response to Instruction and Intervention at these levels for both math and reading. Universal screening is completed to identify any students falling below expected benchmarks with small group intervention scheduled and progress monitoring maintained. If a student does not meet the designated goals, the team will refer the student for a multi-disciplinary evaluation. Building wide assessments are conducted for all students. These include DIBELS, BAS, CD, and PSSA assessments. By implementing RTII, special education students are also able to have dedicated time to participate in small group classes to support reading and math along with their general education peers. The district also uses Title I services school-wide which allows for small group intervention to take place. By utilizing Title I tutors in this way, special education students are able to be included with the general education students in intervention programs in the specific areas of need.

Pequea Valley School District utilizes Sapphire Special Services/IEP Writer. This allows for the district to create IEP's and other reports that are of high quality and truly individualized to meet the needs of the students. This program will be a part of an integrated student management system, which enables teachers to have easy and immediate access to student data. IEP Writer is a web- based program, which allows for teachers to work on documents in multiple settings and allows the document to be revised in IEP meetings. It will also increase turn-around time in getting IEP's into the hands of both parents and providers to ensure timely implementation of services. Pequea Valley School District will continue to support special education teachers in the development of IEP's with yearly training on updates and changes to the regulations. Training will be provided to all staff and faculty of

the key components of the IEP and differentiated instruction to maintain the Least Restrictive Environment. The district also started using On-Hand in the 2017-2018 school year which enables teachers to review data of students in a central location in order to compare yearly growth and rate of improvement to determine if changes in programming may be needed.

Teachers continue to utilize AimsWeb progress monitoring system, collecting data regarding the progress of students in the areas of reading fluency, writing fluency, math computation, math concepts and applications. This tool allows teachers to monitor the progress of special education students and determine if they are making meaningful progress. By managing this aspect of learning, teachers are able to adjust instruction in response to learning and effectively monitor whether or not the intervention is successful. Special education teachers have been trained in using this tool and will continue to receive training which will lead to consistency as students transfer through the grades. An additional tool that teachers are utilizing for math is Key Math assessment which allows for teachers to look at multiple components. Additional assessments that teachers use to assess students are the Qualitative Reading Inventory, (QRI), PAST and TOWRE. Within the special education classroom teachers use WILSON reading system, TransMath, Read Naturally, Foundations, Storytown Intervention Kit, SRA Corrective Reading, SRA Reading Mastery, and Mega Words. Pequea Valley School District has aligned all of the curriculums K-12 and reviewed programs vs. needs as a department to examine if there are gaps and the assessments or curriculums that are needed.

Pequea Valley utilizes Social Thinking and Zones of Regulation curriculums when working with social-emotional needs and behaviors.

Pequea Valley School District has increased the opportunities for parent training that are offered each year and have seen an increase in the number of individuals attending. We have created a survey for parents and also discuss training and supports that may be needed for parents. We have also created trainings that are interactive for parents and their child such as Paint Night and Game Night. We have partnered with PEALS and also the Office of Dispute Resolution to help parents understand their rights as a parent in the Special Education process.

We will continue to partner with the IU TacT team to provide training in the areas progress monitoring, autism, behavior, and instructional decision making based on data. We will continue to meet as a department to continue to build consistency and programming. The district will continue development with targeted groups in needed areas of professional development through IU13.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Christ Home for Children	Nonresident	Pequea Valley School District	1
No facility within the District	Incarcerated	No facilities within District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Community School Southeast	Special Education Centers	Emotional Support	1
Child Development Center	Special Education Centers	Emotional Support/Autistic Support/ Multiple Disabilities Support	9
Blue Ball Elementary School	Neighboring School Districts	Multiple Disabilities Support	3
Brecknock Elementary School	Neighboring School Districts	Life Skills Support/ Autistic Support	13
Garden Spot Middle School	Neighboring School Districts	Learning Support/ Autistic Support/Multiple Disabilities Support	3
Garden Spot High School	Neighboring School Districts	Work Based Learning/Learning Support/Life Skills/ Multiple Disabilities Support	9
Lampeter Strasburg Middle School	Neighboring School Districts	Life Skills	1
Marticville Middle School	Neighboring School Districts	Multiple Disability Support	1
Community School West	Special Education Centers	Emotional Support	1
Warwick Middle School	Neighboring School Districts	Deaf and Hard Hearing Support	1
New Story	Approved Private Schools	Autistic Support	2
River Rock Academy	Approved Private Schools	Emotional and Learning Support	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	5 to 10	25	0.5
Justification: Due to the needs of the students in the different academic areas this would be the appropriate caseload for these students.				
Locations:				
Paradise Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	10	0.5
Justification: Due to the needs of the students in the different academic areas this would be the appropriate caseload for these students.				
Locations:				
Paradise Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.5
Locations:				
Paradise Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Paradise Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	25	0.5
Justification: Due to the needs of the students in the different areas this would be the appropriate caseload for these students.				
Locations:				
Paradise Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	10	0.5
Justification: Due to the needs of the students in the different areas this would be the appropriate caseload for these students.				
Locations:				
Paradise Elementary School	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	31	0.48
Justification: Instructional groupings are within the age range				
Locations:				
Paradise Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 17	6	0.12
Locations:				
Pequea Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	13	0.4
Justification: Instructional groupings are within the age range				
Locations:				
Brecknock Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Due to the needs of the students in the different academic areas this would be the appropriate caseload for these students.				
Locations:				
Salisbury Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	10	0.5
Justification: Due to the needs of the students in the different academic areas this would be the appropriate caseload for these students.				
Locations:				
Salisbury Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	4	0.3
Justification: Instructional groups within the class are within the age range				
Locations:				
Salisbury Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 11	5	0.4
Justification: Instructional groups are within the age range in the classroom				
Locations:				
Salisbury Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 11	1	0.3
Justification: Instructional groups are within the age range in the classroom				
Locations:				
Salisbury Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	55	0.8
Justification: Due to the needs of the students in the different areas this would be the appropriate caseload for these students.				
Locations:				
Salisbury Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	5	0.2
Locations:				
Pequea Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	25	0.5
Locations:				

Pequea Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.25
Locations:				
Pequea Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	8	0.25
Justification: Instructional groups are within the age range in the class				
Locations:				
Salisbury Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	20	1
Locations:				
Pequea Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	5	0.35
Locations:				
Pequea Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	5	0.35
Locations:				
Pequea Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	5	0.3
Locations:				

Pequea Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #11*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	15	1
Locations:				
Pequea Valley High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Pequea Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Pequea Valley High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	13	1
Locations:				
Pequea Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.25
Locations:				
Pequea Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	14 to 18	5	0.25

but More Than 20%)				
Locations:				
Pequea Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.3
Locations:				
Pequea Valley High school	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	9	0.45
Locations:				
Pequea Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.25
Locations:				
Pequea Valley High school	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2015*Justification:* Compliance for classroom design (for instruction) was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* In the morning the classroom is used for the Reading Specialist.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	6	0.5
Justification: Due to the students' needs this is the most appropriate service.				
Locations:				
Paradise Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	3	0.25
Locations:				
Pequea Valley	A Middle School	A building in which General Education		

Intermediate School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 17	2	0.17
Locations:				
Pequea Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	5	0.42
Justification: This type of support is the most appropriate placement at this time.				
Locations:				
Salisbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	4	0.08
Justification: This type of support is the most appropriate placement at this time.				
Locations:				
Salisbury Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 12	3	0.37
Justification: This type of support is the most appropriate placement at this time.				
Locations:				
Salisbury Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	1	0.05
Justification: This type of support is the most appropriate placement at this time.				
Locations:				
Salisbury Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Psychologist	Multiple buildings	1
Special Education Supervisor	Multiple Buildings	1
Social Worker	Multiple Buildings	1
Paraprofessionals (classroom)	Pequea Valley High School	1
Personal Care Assistant	Pequea Valley High School	1
Paraprofessional	Salisbury Elementary	1
Psychologist	Multiple Buildings	1
Itinerant Autistic Support Teacher	Pequea Valley High School/Pequea Valley Intermediate School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	8.5 Hours
Occupational Therapy	Outside Contractor	31 Hours
Paraprofessionals (Classroom) - 17	Outside Contractor	488.75 Hours
Personal Care Assistant - 4	Outside Contractor	130 Hours
Speech and Language Pathologist	Outside Contractor	3 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:

1. After reviewing the four buildings data and initiative, it is apparent that there has been an increase in consistency of pedagogical effective practices utilizing a K-12 hybrid personalized learning approach along with the Collins Writing platform.
2. Although we see growth with our under-resourced and higher need learners, there is a large need for a shift from the RTII pull-out model to the MTSS push-in model that puts more of a focus on Tier I instruction and supporting learners in a more team approach. This will utilize the entire staff and create a more "learner centered" mindset. A MTSS team has been developed and will guide this vision moving forward. The Empower K-6 Learning Continuum will assist and creating the fluidity that a MTSS requires.
3. Literacy growth prior to kindergarten and all the way up to post-secondary is an identified need. The birth to 5 year old literacy initiative will be in it's second year with a second home liaison added. There will also be a K-12 committee formed to address the need for a revised literacy diagnostic assessment. This initiative will truly be a Birth to Post-secondary approach.
4. There is also an identified need for an increased focus on district-wide cultural/diversity awareness that a committee will address.
5. Attendance was identified as a systemic issue that an attendance forum will address.
6. There are also learners that are graduating without a clear plan. This will also be addressed through the HACC initiative and our digital portfolio success coach initiative.

District Accomplishments

Accomplishment #1:

1. The PVSD has, again, received Apple Distinguished status through the 2019 school year.

2. PVSD is now considered a leader in Mass Customizing Learning and has hosted two MCL Summits hosting other school districts and the state reps.
3. PVHS was identified by US News and World Report as ranking 60th out of 667 high schools in the state, which granted PV a silver medal and a ranking of 3rd in Lancaster County.
4. PVIS was presented with the IU13 STEM School of the Year Award for the 2017-18 school year.
5. Algebra I and Biology continued to be labeled as growing learners more than a year in PVAAS data for the third year
6. Paradise Elementary School was recognized at the Positive Behavior Intervention and Support State Conference as a school of implementation fidelity.
7. The district completed a fully renovated Planetarium project.
8. The community "Together Initiative" received a second "Three Year" grant approval that is bringing supports to the community for our under-resourced families.

District Concerns

Concern #1:

Attendance continues to be a large area of concern based on the new PA Future Ready Index and the Attendance Forum data. In the 16-17 data utilized by the PAFRI, there were 22.6% of the high school learners that missed over 10% of the school year.

Concern #2:

There is a need for a district-wide math and ELA learner diagnostic that includes K-2 learners. Presently the local level and CDT data is not giving us definitive enough data to fluidly group learners and make instructional decisions.

Concern #3:

There is still approximately 15% of our learners leaving PVSD without a clear post-secondary "plan". Our mission is to have each of these learners have a plan that places them in their first choice which will encompass, college, military, service work, have an accreditation to enter the workforce successfully acquiring an opportunity to be fiscally independent.

Concern #4:

Birth to Post-Secondary literacy development continues to be an area of needed focus based on state and local assessment data, which will be addressed.

Concern #5:

The district is in need of a strategic plan to address the 7th to 12th grade building renovations needs that align with the academic needs of those learners.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

There is still approximately 15% of our learners leaving PVSD without a clear post-secondary "plan". Our mission is to have each of these learners have a plan that places them in their first choice which will encompass, college, military, service work, have a accreditation to enter the workforce successfully acquiring an opportunity to be fiscally independent.

Birth to Post-Secondary literacy development continues to be an area of needed focus based on state and local assessment data, which will be addressed.

The district is in need of a strategic plan to address the 7th to 12th grade building renovations needs that align with the academic needs of those learners.

Systemic Challenge #2 (*Guiding Question #8*) Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

Aligned Concerns:

Attendance continues to be a large area of concern based on the new PA Future Ready Index and the Attendance Forum data. In the 16-17 data utilized by the PAFRI, there were 22.6% of the high school learners that missed over 10% of the school year.

Systemic Challenge #3 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

There is a need for a district-wide math and ELA learner diagnostic that includes K-2 learners. Presently the local level and CDT data is not giving us definitive enough data to fluidly group learners and make instructional decisions.

Systemic Challenge #4 (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Interim

Data Source: PSSA/Keystone/PVAAS data shows there are levels of learners in core areas that need to be addressed for ALL to have their instruction at their.

Specific Targets: A K-6 Learning continuum will be developed along with a new k-12 diagnostic implemented. PVAAS growth will be positive.

Strategies:

Differentiated Instruction for Growth for All Learners

Description:

1. A MTSS model will be implemented
2. A k-12 revised diagnostic will be identified and implemented
3. A K-6 Learning Continuum will be created along with 7-12th grade schoology standard tagging.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Empower K-6 Math and ELA Learning Continuum

Description:

1. An early learner group has been trained on the K-6 Learning Continuum, which will lead the broader group throughout the year.

Start Date: 8/20/2018 **End Date:** 6/3/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Differentiated Instruction for Growth for All Learners

Multi-Tier Support System (MTSS)

Description:

A MTSS team has been developed and will attend initial PD on October 16-18 2018. This team will develop an infrastructure to shift the learning environment from an RTII model to a MTSS model including social and emotional identification.

Start Date: 10/16/2018 **End Date:** 6/3/2019

Program Area(s): Professional Education

Supported Strategies: None selected

Math and ELA Diagnostic

Description:

MAP is used to measure a student's progress or growth in school. The **testing** information is **important** to teachers because it indicates a student's strengths are and help that is needed in any specific areas. This data will be utilized to guide the learner's progress through the learning continuum.

Start Date: 10/10/2018 **End Date:** 6/3/2019

Program Area(s): Educational Technology

Supported Strategies: None selected

Goal #2: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: School Counselor/E-portfolio Success Coaches/Career Readiness Coordinator narratives and surveys

Specific Targets: Each learner will transition into post-secondary plan that will either further their education or have them on a path to secure a fiscally independent and fulfilled opportunity.

Type: Interim

Data Source: Kindergarten Readiness Assessment/3rd Grade Reading Assessment/6th Grade Reading Assessment/9th Grade Reading Assessment/11th Grade Reading Assessment

Specific Targets: Learners will meet proficiency benchmark levels at each of the key reporting points listed in the data source category.

Type: Interim

Data Source: Engineer Research Results

Specific Targets: Findings will provide clear guidance on how to move forward with the 7-12th grade structural and academic strategic design.

Strategies:

Harrisburg Area Community College Collaboration

Description:

Research demonstrates that people are more successful in life when they have a clear plan. Each of our learners will have a clear plan for their post-secondary transition and be prepared academically and socially to secure that plan. Each learner that does not have a plan will have the opportunity to attend the HACC career readiness course and pre-apprenticeship program.

SAS Alignment: Assessment, Instruction

Pre-Natal to Kindergarten Literacy Initiative

Description:

Research shows that 85% of the brain is developed by the age of 3 years of age. Only 30% of the learners presently enter kindergarten meeting the IU13 developed kindergarten readiness benchmark. The goal will be to have every PVSD bound 4 year old receive a pre-k education and every PVSD bound baby be enrolled in the literacy initiative to receive monthly books and literacy development strategies.

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

Literacy Assessment

Description:

A K-12 common literacy initiative assessment will be researched, evaluated and implemented to assess the progress of this goal.

SAS Alignment: Assessment

Seventh to 12th Grade Building and Academic Strategic Design

Description:

The engineer and committee findings led by the district CFO will provide guidance to create a 3 year plan to address the 7-12th grade building and academic needs.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

HACC Career Readiness Course

Description:

All learners that do not have a post-secondary plan will have the opportunity to enroll in the HACC career readiness course and pre-apprenticeship program.

Start Date: 8/20/2018 **End Date:** 6/3/2019

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

- Harrisburg Area Community College Collaboration

*Pre-Natal to Kindergarten Literacy Initiative***Description:**

There will be two PN to kindergarten literacy home liaisons hired along with collaboration with Imagination Library, Plant the Seed of Learning, Grow the Seed of Learning, Parents as Teacher, Community Active Program, Grace Point Church, Urban Outfitters, and PV Education Foundation to collaboratively fund and support this initiative.

Start Date: 6/18/2018 **End Date:** 6/3/2019

Program Area(s):

Supported Strategies: None selected

*Literacy Assessment***Description:**

The Assistant to the Superintendent, ELA chairs along with coordinators will select a literacy assessment for k-12 that will be implemented to identify the literacy needs for each learner and the progress of each learner's journey to being proficient.

Start Date: 8/20/2018 **End Date:** 6/3/2019

Program Area(s):

Supported Strategies: None selected

Seventh to 12th Grade Building and Academic Strategic Design

Description:

The CFO will lead a committee and communicate with the board the engineer findings in order for the board to make an informed decision on the strategic design for the 7-12th grade model.

Start Date: 8/6/2018 **End Date:** 6/3/2019

Program Area(s):

Supported Strategies:

- Seventh to 12th Grade Building and Academic Strategic Design

Goal #3: Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Interim

Data Source: Sapphire grade and behavior reporting. Positive Behavior Intervention Support beginning of the year and end of the year qualitative reports.

Specific Targets: Decrease in discipline referrals and increase in academic college and career readiness.

Strategies:

Positive Behavior Intervention System

Description:

- Communicating in a positive way
- Active supervision
- Modeling good behavior

- Teaching of important social skills
- Recognizing good behavior

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Positive Behavior Intervention System

Description:

The district has developed building level teams to gather data and develop action plans to implement the curriculum. We developed a matrix of behavior and interventions that will give us the evidence that it has been implemented as we expect.

Start Date: 8/25/2014 **End Date:** 6/10/2018

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Intervention System

Goal #4: Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

Indicators of Effectiveness:

Type: Interim

Data Source: Attendance data from our Sapphire SIS.

Specific Targets: All learners will attend over 90% of the scheduled school days and graduate.

Strategies:

District Wide Attendance Improvement Committee

Description:

Attendance continues to be a large area of concern based on the new PA Future Ready Index and the Attendance Forum data. In the 16-17 data utilized by the PAFRI, there were 22.6% of the high school learners that missed over 10% of the school year. Learners need to be in their respective learning environment to be able to be academically successful. This committee will uncover the main barriers for learners and implement solutions.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

District Wide Attendance Improvement Committee

Description:

This committee will meet monthly to evaluate present attendance policies, guidelines, and processes. Each learner with attendance issues will have a plan to improve their attendance in order to be in school more than 90% of the year.

Start Date: 8/20/2018 **End Date:** 6/3/2019

Program Area(s): Student Services

Supported Strategies:

- District Wide Attendance Improvement Committee

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Differentiated Instruction for Growth for All Learners**

Start	End	Title	Description						
8/20/2018	6/3/2019	Empower K-6 Math and ELA Learning Continuum	1. An early learner group has been trained on the K-6 Learning Continuum, which will lead the broader group throughout the year.						
		Person Responsible Department Chairs and Principal, IT coordinator, Assistant to the Superintendent, Counselors, Special Ed director	SH 2.0	S 6	EP 70	Provider IT Coordinator and Empower		Type School Entity	App. No

Knowledge Clear PDE state standard sequential understanding of k-12 standard and assessment alignment to fluidly group learners.

Supportive Research Mass Customized Learning model meeting each learner at their zone of proximal development level.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

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

Participant Roles	Dir	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet 	Evaluation Methods	<ul style="list-style-type: none"> 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
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varied student learning styles
 Peer-to-peer lesson
 discussion
 Joint planning period
 activities

Standardized student assessment
 data other than the PSSA
 Classroom student assessment data
 Review of participant lesson plans

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

Start	End	Title			Description			
10/16/2018	6/3/2019	Multi-Tier Support System (MTSS)			A MTSS team has been developed and will attend initial PD on October 16-18 2018. This team will develop an infrastructure to shift the learning environment from an RTII model to a MTSS model including social and emotional identification.			
	Person Responsible	SH	S	EP	Provider		Type	App.
	MTSS Team	8	3	10	PaTTAN, Harrisburg		PaTTAN	Yes

Knowledge

The 2018 MTSS Academic Implementers’ Forum will provide practitioners with the opportunity to deepen their knowledge and skills through focused strands and direct collaboration with persons who are already implementing MTSS concepts and effective practices. Join us to discuss current issues related to Leadership, Problem-Solving, Curriculum and Instruction, Assessment/Progress Monitoring, Positive School Climate and Culture and Family, School, and Community Partnering featuring national, state and local MTSS doers!

Supportive Research

Leadership, Problem-Solving, Curriculum and Instruction, Assessment/Progress Monitoring, Positive School Climate and Culture and Family, School, and Community engagement best

practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

Offsite Conferences

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex
 School counselors
 Other educational specialists

Grade Levels

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

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.

Joint planning period activities

Student PSSA data
 Standardized student assessment data other than the PSSA
 Classroom student assessment data
 Review of written reports summarizing instructional activity

LEA Goals Addressed: **Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.** **Strategy #1: Positive Behavior Intervention System**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/25/2014	6/10/2018	Positive Behavior Intervention System	The district has developed building level teams to gather data and develop action plans to implement the curriculum. We developed a matrix of behavior and interventions that will give us the evidence that it has been implemented as we expect.	Building principal, Director of Special Education, Counselors	5.0	3	25	IU and Pattan	IU	Yes

Knowledge

- Ability to recognize student positive behavior and capitalize on those characteristics to reinforce future desired behaviors.

Supportive Research

RTII Model

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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

Training Format

Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Other educational specialists

Grade Levels

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

Follow-up Activities

Joint planning period activities

Evaluation Methods

Participant survey
Matrix data

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 Bryant Ferris on 6/21/2018

Board President

Affirmed by Erik Orndorff on 6/21/2018

Superintendent/Chief Executive Officer