

Greenwood SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

405 E Sunbury St  
Millerstown, PA 17062  
(717)589-3117  
Superintendent: Nicholas Guarente  
Director of Special Education: Barbara Sheaffer

## Planning Process

The Comprehensive Plan is based on a review of the previous 2014-2017 plan and an analysis of current conditions in the Greenwood School District. The district began the process by utilizing the comprehensive planning committee to consider goals that were identified in the previous plan, recognize the academic standards that are now required, and determining the best way to integrate technology into delivering the plan. All School Board members were invited to participate in the Comprehensive Plan process and parents and community members were encouraged to serve on the team.

The Greenwood administrative team was trained on the use of the Comprehensive Planning Web Application by the Capital Area Intermediate Unit.

The previous action plans were reported and the committee prioritized the areas to be designated as "continuing" or "moving forward" and also identified new action plans surrounding technology integration. The committee as a whole met to report to each other and reported to the Board of Education on the progress of the plan. The draft report is to be completed and approved by the Greenwood School Board in late fall of 2016. Final approval of the plan is planned for late November 2016. Due to the moratorium in 2016, the Greenwood School District has made additional adjustments and will follow the same timeline for submitting as outlined for 2016. This plan is intended to encompass 2018-2021.

## Mission Statement

The mission of the Greenwood School District is to provide enriching, educational experiences for each student. We believe the foundation of these experiences is a partnership among the family, school and community. The learning environment will develop the skills necessary to produce responsible citizens in a rapidly changing, diverse world.

The Comprehensive Plan is a cooperative effort of professional staff, parents, citizens, board members and students.

The plan is designed to meet the needs of all Greenwood students in grades kindergarten through

twelve. It is to meet the needs of those enrolled in both academic and vocational programs. The selected goals reflect the philosophy of the district in terms of striving to impart to students those skills necessary for them to become successful, productive citizens. These goals recognize the importance of meeting state approved academic standards.

The community believes that students should be encouraged to be lifelong learners and that educators should facilitate this learning.

## **Vision Statement**

The vision of the Greenwood School District is to prepare all students to be successful, life-long learners who have the ability to apply, evaluate, synthesize and analyze, with a solid knowledge base in an effort to make the best decisions possible for each to become a productive, responsible, active and healthy individual capable of making sound decisions. The integration and everyday use of technology will provide our students with the capability to be competitive on a global basis.

## **Shared Values**

Greenwood School District shares the following values:

- All students should have the opportunity to succeed.
- All students should be encouraged to be life-long learners.
- All students should experience a sense of community responsibility.
- The curriculum of the school district should focus on basic skills in math, literacy, science, and American and world history.
- Ensuring a positive learning environment that is drug-free and security-minded is the responsibility of family, school, and the community.
- All students should be exposed to a functioning school-to-career program that will prepare them for the transition of graduation.

In addition, Greenwood School District will:

- Promote the use of technology in all curricular areas, providing all students with exposure to computer utilization in their education.
- Provide students with a means of support and preparation for standardized tests to ensure that students meet PA academic and national standards in all subjects.

- Provide parents with a secure website to monitor their child's progress and attendance at school.
- Improve teacher use of technology to ensure that students have an equal opportunities to learn.
- Provide students, staff, and parents the opportunity to be informed, be educated and monitor student instruction/progress through a Learning Management System (LMS).
- Provide each student with the opportunity to utilize the latest technology both inside and outside the classroom through the implementation of a personalized learning environment facilitated by a 1:1 technology initiative.

## Educational Community

The Greenwood School District is located in the Perry County borough of Millerstown, located 26 miles northwest of Harrisburg and 50 miles southeast of State College. The district primarily serves the socio-economically diverse communities of Millerstown and Liverpool, which are located 10 miles apart. The district covers 99 square miles and approximately 95% of our students are transported by bus to school daily. The district serves a student population of 800 students in grades K-12. District facilities are comprised of two buildings located on one educational campus. The elementary school has a population of approximately 350 students in grades K-5. The middle school/high school has a population of approximately 425 students. The middle school is grades 6-7-8 and the high school has grades 9-12.

The size of the district is a great advantage to the students in both the elementary school and the middle school buildings. The average graduating class is sixty-two students. Students and teachers are able to build and foster relationships that have an extremely positive effect on the learning environment. The partnerships that develop are important as the district prepares students for both higher education and placement in the workforce.

**Greenwood Elementary School** has an extremely child centered philosophy with reading instruction and basic skill development as focal points. The building was erected in 1980 and is in very good physical condition. In 2008, the school has completed a 5 million dollar renovation and addition project that will increase the building size to 100,000 square feet. Classrooms were added to accommodate full day kindergarten and additional special education classes in the future. The district implemented full day kindergarten during the 2008-2009 school year. The entire HVAC system was replaced and the current building underwent a comprehensive face-lift including an enhanced security system. In the summer of 2016, the elementary school was enveloped for energy efficiency and all lighting was converted to LED. During the summer of 2017, the roof over the main section of the building was replaced.

**Greenwood Middle School/High School** are contained in one building and offer the students an opportunity to participate in a wide range of academic and extra-curricular activities. The middle school includes grades 6, 7 & 8 and operates under a “school within a school” concept. The staff embraces the middle level philosophy. The high school contains grades 9-12. The high school operates on a traditional 8 period schedule. A challenging academic schedule is available for all students to pursue. An extremely strong math, science, and language arts programs are at the forefront of the curriculum. The district also has an agricultural production program and Future Farmers of America program that is nationally competitive. The option of attending Cumberland Perry Vocational Technical School or Greenwood's cyber academy is available to all students. The cyber option is a partnership between the Greenwood School District and the Capital Area Intermediate Unit. The partnership is identified as the Capital Area On-Line Learning Academy (CAOLA). The MS/HS building was originally constructed in 1952 with additions and renovations taking place in 1978 and 1988. The building has completed a 7 million dollar addition/renovation project. Eight classrooms were added to the building including three new science labs, special education facilities, a computer lab and additional classrooms. The guidance area and health suite were remodeled and enlarged. This project was completed in September 2010. During the summer of 2016, the HS/MS replaced an oil burning furnace with a high efficiency propane system. In addition, the building was enveloped for energy efficiency and all lighting was converted to LED.

Approximately 60% of graduating seniors pursue higher education or advanced training. There are numerous post-secondary institutions within an hour of the district borders that are available for Greenwood students. These institutions include Harrisburg Area Community College, Central Pennsylvania College, Penn State Harrisburg, Penn State Main Campus, Shippensburg University, Bloomsburg University, Susquehanna University, Bucknell University, Messiah College, etc.

**District Technology** -The district technology continues to meet the needs of the students and staff. A wide area network (WAN) supported by the Capital Area Intermediate Unit operates our on campus LAN. Each building is connected by underground fiber and wireless routers are available in all district buildings. All district libraries are computerized. The elementary school has Two dedicated computer labs, 12 workstations in the library and a 30 computer wireless cart. All classrooms have 2 computers. The middle school/high school has 3 dedicated computer labs, 1 mini lab, 15 computers in the library. An additional lab in the 6th grade POD was added during the project. As of 2012, the district began building a totally wireless environment which allows access to the internet throughout the campus. This entire project was completed in 2014. The district also began a pilot "Bring Your Own Device" program in the spring of 2013 and plans to expand the program district wide in the 2013-2014 school year. As a result of the BYOT success, in 2016, the district has embarked on instituting a personalized learning environment through a universal Learning Management System (LMS) and the beginning of a 3 year process toward 1:1 technology support. As the district progresses into the 2017 school year, all students in grades 3-12 will be provided with a Chromebook, students in grade 2 will have personal iPads, and students in grades K-1 will have iPads available at a 2 st/1device ratio. As a result of the personal devices, the district will reduce the VDI license necessity. Also, new fiber will be run between the buildings and a projector upgrade/replacement in each classroom is scheduled for the summer of 2018.

The Greenwood School District is a "bedroom community" with a large portion of the population commuting to work in Harrisburg. The school district is the largest employer in the area and industry is severely limited. H.F Campbell & Sons trucking company and Mountain Pure Water Company were the main business operations in the area. As of 2016, each is no longer or limited in operation due to closing and bankruptcy.

This student population has remained steady since 1960. The potential for population growth exists due the large tracts of farmland that could be sold and sub-divided for private housing. The district is anticipating this growth potential with the current building project.

### Planning Committee

Name	Role
Michele Dubaich	Administrator : Professional Education Special Education
Jeff Kuhns	Administrator : Professional Education Special Education
Barbara Sheaffer	Administrator : Professional Education Special Education
Gil Davis	Business Representative : Professional Education
Matt Morgan	Business Representative : Professional Education
Adam Sheaffer	Community Representative : Professional Education
Emily Weger	Community Representative : Professional Education
Amy Davidson	Ed Specialist - School Counselor : Professional Education
Jamie Rickenbach	Ed Specialist - School Psychologist : Professional Education Special Education
Laura Keener	Elementary School Teacher - Regular Education : Professional Education Special Education
Zach Smith	Elementary School Teacher - Regular Education : Professional Education
Pam Jones	High School Teacher - Regular Education : Professional Education
Brian Tomko	High School Teacher - Regular Education : Professional Education
Angela Ehrhart	High School Teacher - Special Education : Professional Education Special Education
Julia Nye	Instructional Technology Director/Specialist : Professional Education

Tiffani Fry	Middle School Teacher - Regular Education : Professional Education
Chelsea Nastasi	Middle School Teacher - Regular Education : Professional Education Special Education
Amy Corcelius	Parent : Professional Education Special Education
Tiffany Preston	Parent : Professional Education
Brooke Rumberger	Student : Professional Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
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	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Findings of previous school climate survey have been implemented throughout the curriculum.

The district currently offers a comprehensive Career Education and Work program in grades 4-12.

Currently, there are no PA Academic Standards for FCS for K-2

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
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Arts and Humanities	Accomplished	Developing
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	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Developing
Alternate Academic Content Standards for Reading	Accomplished	Developing
American School Counselor Association for Students	Accomplished	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Family and consumer science standards are addressed in 3-5 but there is no formal mapping or Alignment completed.

### **Middle Level**

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

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

Explanation for areas checked as non-existent.

At this time we have to look at integrating school climate issues into the general curriculum. School climate issues are being intermittently implemented into the curriculum in conjunction with PA Common Core.

At this time we do not offer a world language option at the middle level. In 2016, the district implemented a Spanish exploration opportunity at the 7th grade level.

### High School Level

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

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

Explanation for areas checked as non-existent or needs improvement.

We need to do a better job of integrating geography concepts into all the social study classes. As the district transitions to implement Project Based Learning, the goal is to included geography elements into the cross curricular experiences of our students.

School climate needs to be integrated into the general curriculum of all courses. School climate issues are being intermittently implemented into the curriculum in conjunction with PA Common Core

## *Adaptations*

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

*Checked answers*

*None.*

*Unchecked answers*

*None.*

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

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

- 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
- Family and Consumer Sciences
- 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
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

Explanation for any standards checked:

All standards that are checked have been developed or are under development to meet the official academic standards of the state.

## Curriculum

### *Planned Instruction*

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

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

Processes used to ensure Accomplishment:

The district continues to meet in grade level at the elementary and departments at the secondary level to incorporate PA Common Core Standards into each area. These meetings are ongoing. All curriculum is aligned utilizing the Learning Focused School Framework (LFS).

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

Not Applicable.

**Elementary Education-Intermediate Level**

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

Processes used to ensure Accomplishment:

The district continues to meet in grade level at the elementary and departments at the secondary level to incorporate PA Common Core Standards into each area. These meetings are ongoing. All curriculum is aligned utilizing the Learning Focused School Framework (LFS).

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

Not Applicable.

**Middle Level**

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

Processes used to ensure Accomplishment:

The Learning Focused Schools framework is utilized to complete all mapping and alignment.

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

Not Applicable.

**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.	Developing
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.	Developing

Processes used to ensure Accomplishment:

The Learning Focused Schools framework is utilized to complete all mapping and alignment.

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

Not applicable.

### ***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.

All teachers are trained in the Learning Focused Schools model of instruction. At both the elementary and secondary levels identified students are mainstreamed into regular education classes that are co-taught by a certified special education teacher and a certified subject area teacher. At the elementary level, all students that are not proficient or advanced in the PSSA test are offered remedial opportunities within the contained classroom or through the use of software programs such as Compass Learning and Moby Max. At the middle school level, all students who are not proficient or advanced are provided with group tutoring opportunities. At the middle school level these students are also scheduled into an "Accelerated Lab" classroom that provides an additional 42 minutes of direct instruction in the deficient subject area. Middle school students also have access to the Study Island remedial software. At the high school, students that do not pass the Keystone Exam, are scheduled into a tutoring group, provided access to Study Island remedial software. Students that fail to pass the exit exam within the year, are required to schedule the class again.

### **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
- Building Supervisors

#### *Unchecked Answers*

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Teachers are observed through the process established within the PDE educator effectiveness system. Teachers are formally observed twice per year along with consistent administrative walk-throughs. Lesson plans are evaluated during formal observations and upon administrative request.

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

The district does not have department supervisors or instructional coaches due to the size of the district. The district intends to continue utilizing administrators as the Instructional Leader.

## *Responsiveness to Student Needs*

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

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

	classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was Administration estimates that this is closer to 85%.

#### Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was Administration estimates that this is closer to 85%.

#### Middle Level

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



	classrooms
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If necessary, provide further explanation. (Required explanation if column selected was Administration estimates that this percentage is closer to 75%.

### High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was Administration estimates that this is closer to 75%.

### 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.

The Greenwood School District firmly believes that an administrative priority is to employ the best possible candidates available for each position. The employment process includes advertising, screening, interviewing, and vetting candidates to the highest standard available. Once employed, professionals are placed in the assignment that best allows the professional to meet the students' needs.

The best teachers are often assigned to the accelerated labs or the classrooms with the highest student academic risk.

### Assessments

#### Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
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Total Courses	23.00	23.00	23.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

### *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*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X			X	
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X		X		
Economics		X				

Environment and Ecology		X			X	
Family and Consumer Sciences		X				X
Geography		X				
Health, Safety and Physical Education		X				
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

## *Methods and Measures*

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
End of Year Exam	X	X	X	X
PSSA		X	X	
Keystone Exams			X	X

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Reading Benchmark Assessments	X	X		
Math Benchmark Assessments	X	X		
DIBELS	X	X		
Study Island				X

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Four Square Common Writing Assessment	X	X	X	X
Traditional Sight Word Assessments	X			
Curriculum Based Assessments	X	X	X	X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
CDT's			X	X

## *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Time is periodically assigned during staff development days. A collaborative effort involves staff members at the grade level and department level examining and developing assessment tools.

### *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.

At the elementary level, the building principal leads teams during grade level meetings each year and reports to the superintendent in regard to recommended changes and adaptations. At the secondary level, the building principal leads teams by department level meetings throughout each year and reports to the superintendent in regard to recommended changes and adaptations.

### *Collection and Dissemination*

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

The district currently has grade level and department teams examine PSSA results, and administrators lead teams through PVAAS analysis. All instruction should be adjusted to meet the needs of all students. Due to the size of the Greenwood School District, building principals are able to meet with each teacher at all levels to discuss individual student progress.

### *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.

All assessment results are used to guide instructional decisions and interventions. Assessment analysis is used to schedule students and group students at all levels of the elementary, middle school and high school.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

All of the assessment items should be linked to approved PA Standards. The Learning Focused School Model is used for all assessment creation district wide.

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

Not applicable.

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

The superintendent and members of the administrative team work together to provide as much information as possible to the professionals employed within the district and all School Board and community members. This process occurs through reports that are distributed at various meetings throughout the school and community.

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

The district does not currently distribute a district wide newsletter, but relies on the Website for public information. The development of the new SSP reports will allow the district to direct parents to this new PDE assessment report.

## 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.

Support is provided to struggling schools in the form of reading specialist/intervention specialist and Instructional Support Team members. At the secondary level, student lab periods are provided to assist struggling students.

The district continues to utilize the Learning Focused School (LFS) model to ensure that the three district schools continue to meet or exceed the annual targets. The staff continues to work on common assessments at both the grade level and department level. The district wide supervision model that is used by the principals ensures that the instructional practices are both best practice and consistent.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management		X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X		
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X

Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			X	X
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:

The school district, due to the size and low incidence of violent offenses, does not employ a resource officer at this time.

Greenwood SD has an informal SAP team (counselor, nurse, teacher, principal who have not had the formal SAP training) but there is support of this nature at the elementary level.

### *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.)**

The district utilizes it's website to disseminate information and resources on gifted services. Guidance counselors provide information on their web pages. Counselors also talk about gifted services at Back-to-School night.

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

Student data is continually evaluated each year in order to provide an accurate snapshot of a students potential ability over time. A team approach is used to review this data. The team includes teachers, principals and a guidance counselor. Pending the report from the professional team, targeted students are included in the gifted screening process that includes review of work, student portfolio, teacher feedback and parent feedback.

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

After this screening, students who are determined to have the potential for gifted eligibility would be issued a permission to evaluate. This evaluation would be comprehensive and include multiple measures to determine final eligibility and need for gifted support services. If identified as gifted, a school professional will work with the parents to develop a GIEP. At any point in time, a parent may request an evaluation to determine eligibility and need for gifted support services.

The district develops the plans for the education of gifted students based on the needs and interests of each student. A team (including parents, classroom teachers, gifted support teachers and the student) provide input on the student's current instructional levels, aptitudes, specialized skills and interests. At the Individualized Education Plan meeting this information is assembled and reviewed along with progress toward previous goals. Additional team members such as principals and guidance counselors may be present to



provide additional feedback and suggestions.

**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.**

The team then develops specific goals for the gifted student. Goals may include the option for enrichment in a small group setting with a gifted support teacher to enhance study in a specific area. Acceleration and enrichment activities in the regular classroom setting may be developed. Other goals may focus on acceleration of classes or subject areas. The district has also been utilizing on line learning opportunities to provide acceleration in specific areas of study and/or expansion to subject areas that are not part of the traditional classroom offerings in the district. The district is a member of the Capital Area On-Line Learning Academy (CAOLA). This consortium allows the district to offer the on line option to our students. Another source for gifted education that the district utilizes is the enrollment in college courses. There are five colleges and universities within commuting distance to the district that allows our students to integrate college courses into their regular high school academic schedule. Greenwood also provides opportunities to schedule on line college courses and provides a study area in our resource center to facilitate the on line learning process.

The goals and specially designed instruction to be provided to the student are then shared with the classroom teachers. The gifted support teacher monitors student goals and provides feedback throughout the year to parents on each student's progress toward the goals developed in the Gifted IEP. The team meeting and development of the plan for each student's gifted education occur annually or more frequently for necessary addendums.

Identification and support of identified gifted students is an integral part of the Greenwood educational process.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring		X	X	X
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				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Developmental services are available to all students within the district.

The district has a multi-tiered instructional system in place for students but it is not formally considered RTII/MTSS. Data analysis, flexible grouping and differentiated instruction are used at all grade levels. This is the district's approach to a strong academic experience.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

Individual Casework is not provided through the school district.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X

Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

None

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	
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*

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

### *Frequency of Communication*

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

- Yearly

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

- Yearly

#### **Middle Level**

- Yearly

#### **High School Level**

- Yearly

### *Collaboration for Interventions*

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

Grade level meetings at the elementary level and department meetings at the secondary level include intervention specialist. Due to the size of Greenwood and only having one elementary school, one middle school, and one high school, informal communication takes place on a daily level. There are Instructional Support Team meetings, Student Assistance Team meetings and Child Study Team meetings that occur at each level and involve intervention specialists.

### *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

There are two child care centers that serve the Greenwood School District. The district is in close communication with each one. Multiple community organizations including four church outreach programs and ministry services such as "Breakfast Club" and "Wings of Kindness".

Due to the rural location of the schools, the district does not offer any before school or after school programs in the district. Two community agencies, "Footprints" and "Blue Goose" provide related services for elementary students.

Tutoring: Keystone and PSSA prep is offered to all students before and after school (grades 3 - 8 and high school) roughly 6 weeks prior to the administration of the exams. This is a voluntary program.

### *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.

Most preschool students with disabilities are served through Head Start or Capital Area Intermediate Unit programs. Greenwood does not offer any pre-K programs through the district. The Greenwood staff traditionally meets with the staff from the Capital Area Intermediate Unit to establish transition plans for students. These students may attend Greenwood, the Capital Area Intermediate Unit, or one of the Perry County Special Education consortium classes.

## **Materials and Resources**

### *Description of Materials and Resources*

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

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

Provide explanation for processes used to ensure Accomplishment.

Materials and requests are reviewed each year by the building principals and central office staff. Each year the administrative team exams personnel and staffing considerations in an effort to ensure the best learning environment for all students. Class size and possible interventions at both the class and individual are also considered annually.

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

Not Applicable

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

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

Provide explanation for processes used to ensure Accomplishment.

Materials and requests are reviewed each year by the building principals and central office staff. Each year the administrative team exams personnel and staffing considerations in an effort to ensure the best learning environment for all students. Class size and possible interventions at both the class and individual are also considered annually.

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

Not Applicable

#### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

Materials and requests are reviewed each year by the building principals and central office staff. Each year the administrative team exams personnel and staffing considerations in an effort to ensure the best learning environment for all students. Class size and possible interventions at both the class and individual are also considered annually

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

Not Applicable

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Materials and requests are reviewed each year by the building principals and central office staff. Each year the administrative team exams personnel and staffing considerations in an effort to ensure the best learning environment for all students. Class size and possible interventions at both the class and individual are also considered annually

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

Not Applicable

### *SAS Incorporation*

#### Elementary Education-Primary Level

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

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

Further explanation for columns selected "



Utilization of SAS resources and website has increased over the last couple of years with the institution of the PA Common Core and correlated PSSA testing. The Crosswalks from the previous PA Academic Standards to the PA Common Core have been a valuable point of reference. Additional efforts will be needed to transition to the expected level of rigor and maintain an appropriate level of academic integrity.

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of

	district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "

Utilization of SAS resources and website has increased over the last couple of years with the institution of the PA Common Core and correlated PSSA testing. The Crosswalks from the previous PA Academic Standards to the PA Common Core have been a valuable point of reference. Additional efforts will be needed to transition to the expected level of rigor and maintain an appropriate level of academic integrity.

### **Middle Level**

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

	district classrooms
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Utilization of SAS resources and website has increased over the last couple of years with the institution of the PA Common Core and correlated PSSA testing. The Crosswalks from the

previous PA Academic Standards to the PA Common Core have been a valuable point of reference. Additional efforts will be needed to transition to the expected level of rigor and maintain an appropriate level of academic integrity.

### High School Level

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

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

Further explanation for columns selected "

Utilization of SAS resources and website has increased over the last couple of years with the institution of the PA Common Core and correlated PSSA testing. The Crosswalks from the previous PA Academic Standards to the PA Common Core have been a valuable point of reference. Additional efforts will be needed to transition to the expected level of rigor and maintain an appropriate level of academic integrity.

### *Early Warning System*

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

*Not answered*

## **Professional Education**

### *Characteristics*

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

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

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

Greenwood stresses the importance of consistency and continuity regarding the processes listed above. The entire district teaching staff, including administrators, are trained in Learning Focused Schools (LFS). The LFS model drives all professional development and ensures the consistency necessary for success K-12. To ensure that teachers meet the needs of gifted students in the classroom, differentiated instructional techniques and training are provided to staff.

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

Not applicable

### ***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:
1/13/2014 Done through Safe Schools; New Hires trained every year
The LEA plans to conduct the required training on approximately:
1/13/2019 will be completed through Safe Schools

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 plans to conduct the training on approximately:
8/21/2017 Conducted at the Beginning of the School Year During Inservice, Online

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

Questions
The LEA plans to conduct the training on approximately:
8/21/2018 Will be completed through Safe Schools during Inservice, online
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.
- 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).

### *Unchecked answers*

- 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.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

All professional development activities are tied to the district goals and the responsibility to meet specific legal requirements. The administrative team and teacher input provide a catalyst for the years upcoming activity. The district tries to support continued PD throughout the school year by using coaches to assist teachers in regard to implementation strategies.

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

Greenwood currently does not have a formal screening process regarding PD providers, but will consider developing one in the future.

Greenwood currently does not have a tool developed that scientifically links the professional development to impacting student learning, but will develop one in the future.

Possibilities include post-surveys, classroom walk-throughs that specifically target the received PD.

### *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.

*Unchecked answers*

*None.*

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

All new district employees are assigned a mentor and attend a special session at the beginning of each year. The mentor and teacher meet on a monthly basis to assist the new employee's assimilation to the district and provide the new employee with information regarding the expectations of the district.

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

Not applicable.

### *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.

Each new inductee is formally observed four times by a building administrator and numerous other times through unscheduled walk through. New inductees are formally trained in the Learning Focused Schools Model (LFS).

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

Not applicable.

### ***Mentor Characteristics***

*Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- 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).

*Unchecked answers*

- Potential mentors have similar certifications and assignments.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentors are selected by building principals or supervisors. These are quality teachers that have at least 5 years of experience in their field.

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

Due to inclusion and team teaching scenarios, Greenwood does not always team up a mentor with the same certification. This offers a broader experience for the new inductee and mentor.

### *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				
Safe and Supportive Schools	X					
Standards	X	X	X			
Curriculum	X	X	X			
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners			X			
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction		X				

If necessary, provide further explanation.

Greenwood has an approved program that is followed by the mentor and inductee.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is one full year in length. One building administrator and two teachers comprise the induction review team. Surveys are completed by the inductee and the mentor at the conclusion of each session.

### *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: **122**

### *Identification Method*

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

Currently the district utilizes the "discrepancy model" for identification of students with Specific Learning Disabilities. A school psychologist conducts ability and achievement testing as part of the process of identification of a student with a specific learning disability. The guidelines provided by the state for the determination of a Specific Learning Disability are followed by the multidisciplinary team in the determination of a student's eligibility.

### *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>

No significant disproportionalities are noted in any disability categories between the Greenwood School District and the state enrollment.

The district enrollment for students identified with intellectual disability (mental retardation) is 9.8% compared to the state enrollment of 6.7%. All students identified with this disability have met state guidelines for the identification.

The district enrollment for students identified with specific learning disabilities is 48.0% compared to the state enrollment of 44.3%. All students with this disability have met state guidelines for the identification.

### *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?

1. Greenwood does not have host school responsibilities since there are no 1306 facilities in the Greenwood School District. As a resident school, Greenwood provides direct payments to the host school districts for providing the educational program. Greenwood also works to stay informed of the educational services being provided to a student eligible for special education who is receiving services through a host district. Greenwood communicates with the host school or intermediate unit providing the services. This communication occurs via phone call and email. Additionally Greenwood offers to have a team member participate in student meetings via phone conference or in person.
2. Greenwood provides evaluation reports, re-evaluation reports and IEP's to the host school district to facilitate a smooth transition of special education programs from the resident district to the host district and to ensure the continued provision of special education supports that match the student's needs. Greenwood also continues to communicate with the host district or intermediate unit regarding changes or updates to programming.
3. There are no 1306 facilities within the Greenwood School District at this time so there are no barriers to serving as a host district. A barrier to serving as a resident district could occur if Greenwood would not receive notification of a student enrolled in a host district. Currently that is not a barrier that the district has encountered.

### *Incarcerated Students Oversight*

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

The Greenwood School District has no correctional institutions within the district boundaries, but if the district did, the district would comply fully with the guidelines of IDEA and Ch. 14 regulations for identifying and servicing all school age students within that institution. The district staff would meet with the institution staff and designate points of contact. A process would then be developed to include screening, referral, evaluation and identification in compliance with the appropriate timelines. Parent involvement would be encouraged and a plan to allow this involvement would be created. The points of contact would review current records and utilize questionnaires and interviews to determine needs. A brochure would be developed to be distributed to the incarcerated persons to make them aware of special education services available. The district would establish a process to provide an ongoing exchange of information with the correctional institutions so that appropriate programming could be developed for students under 21 years of age.

### *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.

1. The Greenwood School District strives to service students who receive special education services in the regular education setting to the maximum extent that is appropriate for each student. The regular education setting with supplementary aides and services is the first placement option considered for students with disabilities. A full range of supplementary aides and services along with a continuum of placement options does exist for students. Decisions on placement options are made by the IEP team and are based on a student's present level information and the success of the student with the supplemental aids and services in the regular education setting. More restrictive placements can be considered when a student needs the additional supports in order to be successful in the general education curriculum and to make progress toward goals. IEP teams may also decide that services outside of the regular education classroom may be beneficial for direct instruction in order to make progress toward the alternate curriculum. Supports range from Itinerant to Supplemental to Full-Time levels of supports. The IEP team, including the parent, makes the decisions regarding services for each student. Any placement outside of the district, in a consortium placement or in a private institution, are IEP team decisions. Those decisions are made only when the placement outside the district is required to meet student needs and when other less restrictive placement options have been considered.

Supplementary aides and services utilized within the district include but are not limited to the following.

Examples of collaborative: co-teaching with regular education teachers and special education teachers; co-teaching with instructional aides; trainings in inclusion practices and co-teaching; collaboration between special education teachers and regular education teachers on the use of supplementary aides and services; guided practice and modeling on the use of technology and assistive technology in the classroom; collaboration between the special education teachers and regular education teachers on the use of flexible grouping and blended learning

Examples of instructional: Direct, explicit supplemental instruction in reading using researched based methods; test modifications; accelerated labs to preteach and to review skills and concepts; testing accommodations; providing alternate ways for students to demonstrate learning (presentations, use of technology, etc.); providing curricular goals that are modified; opportunities for additional practice to master skills; repetition and/or

restating of directions; oral presentation of material (articles, texts, tests); large print; alternate computer, chrome book or iPad access.

Examples of physical: preferential seating; specialized seating (exercise balls, seat cushions); alternatives to traditional desk (standing); adaptive equipment -utensils, bowls, writing utensils; structural aids- trays, wheelchair accessibility; standers, wheelchairs, swing; use of sensory tools (stress balls, Velcro, "fidgets")

Examples of social behavioral: Direct instruction in "Just Right Bodies" - what a student should demonstrate with eyes, ears, hands, and feet. Direct instruction in "zones" of activity and helping students determine what level they need to be for the current school task; direct instruction in social skills; use of visual schedules; pre-announcing changes to schedules; use of cooperative learning activities; providing choices; classroom and individual behavior plans; modifications of expectations in the classroom.

## **2. Co-teaching**

One successful strategy in the district to assist with ensuring maximum integration is co-teaching. In the middle and high school, co-teaching classes are offered in the areas of Reading Language Arts/English, math and some sciences. A regular education teacher and a special education support teacher work together to plan and instruct the classes. This occurs in a regular education setting using the regular education curriculum. Supplementary aides and supports are provided in the regular education setting. Co-teaching opportunities have continued to expand in the district. Co-teaching opportunities are present in the middle school/high school for Biology, Earth Science, Pre-Algebra, Algebra I, Algebra II and English classes. Co-teaching opportunities have also expanded to the elementary level in the areas of math and reading/language arts. Instructional aides have also had training in co-teaching and collaborative practices through the CAIU and utilize many of the co-teaching practices in their role in the regular education settings.

### **Accelerated labs**

Accelerated labs are another effective strategy that has been utilized by the district at the elementary, middle and high school levels. Accelerated labs provide an additional period for previewing and reviewing of skills. These accelerated labs are available for many English, reading/language arts and math classes. This additional period of instruction is provided for regular education and special education students who require this extra time for instruction, additional supports, re-teaching opportunities and more assistance work to acquire the necessary skills to be successful in the general education curriculum and meet state/core standards.

### **Smaller structured study halls**

These study halls are also made available for students, both regular education students and those with disabilities, who require a supported environment to complete homework, study for tests, read class material and learn appropriate study skills. These structured study halls have been another way that the Greenwood School District has been able to support the

successful inclusion of students with disabilities in the regular education settings.

### **Supplemental instruction**

Some students still require specialized or direction instruction in basic math, reading and writing skills in grades 6-12. When this direct instruction is required, the district attempts to offer this as a supplemental rather than a replacement class. The student would receive this instruction in addition to, not instead of, participation in the regular education Reading Language Arts/English or math classes. For example if a student is struggling to successfully decode grade level material fluently, supplementary aides and supports will be utilized in the English or Language Arts class in the regular education setting. This would then be paired with direct instruction to continue to teach the specific reading skills that would allow the student to make progress toward deficits in basic reading skills.

The use of technology has increased throughout the district. The district has a “Bring Your Own Device” policy. Additionally the district has computers, iPads and Chromebooks available so that all students may have access to devices. The use of the technology has assisted the district in a focus on universal design for learning. Material and content can be presented in a variety of modalities. Technology has also served as a tool to assist teachers in assessing and instructing within the practice of flexible grouping and to provide instruction in a blended learning model.

Trainings for district programs and initiatives is provided for parents, teachers and instructional aides through the CAIU, PATTAN and in-house trainings. Web based training and in-house viewing of recorded trainings completed through the CAIU and PATTAN is also used. Web based trainings through the Para-Educator training series at PATTAN allows instructional aides to match trainings to their specific job needs.

3. SSP – Indicator 5. The Greenwood School District met the SPP target for SE inside regular class 80% or more. The SPP target is 62.4%, the state is 62.1% and the Greenwood school district is 76.7%. Due to small N size no data was provided in the most Recent Special Education Data Report (2013-14 school year) for SE Inside the Regular Class Less than 40% or SE in other settings. Reviewing Greenwood data from that time period, the district was meeting the SPP targets in each of these categories.

Students placed outside the district: Decisions on placement options are made by the IEP team and are based on a student's present level information and the success of the student with the supplemental aids and supports in the regular education setting. More restrictive placements can be considered when a student needs the additional supports in order to be successful and make progress toward goals. All options to provide services in the district are exhausted prior to consideration outside the district. Currently less than 10 students receive services outside of the district, some of which are 1306 residing outside of the district.

### ***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.

Greenwood School District Policy No. 113.1 was reviewed. Detailed information was provided on positive behavior supports and the use of restraints. The following are from sections of the policy that address each of these areas.

### **Positive Behavior Support**

Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

### **Positive behavior support plans**

A plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

### **Restraints**

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply:

1. The restraint is utilized with specific component elements of positive behavior support.
2. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
3. Staff are authorized to use the procedure and have received the staff training required.
4. There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

The Greenwood School District will continue to provide support and training for the appropriate staff in the district on the use of Positive Behavior Supports. Professional development opportunities and resources will be provided in conjunction with the Capital Area Intermediate Unit and PATTAN along with other agencies including CASSP, Newport Family Counseling, Children and Youth, CPARC, and Family Based Services. The local consortium of school districts (Greenwood, West Perry, Newport and Susquenita) also provides trainings for parents and staff in various areas of special education, including behavior supports. Safe crisis management training has been provided to appropriate staff and will continue to be supported. Training in de-escalation techniques will continue to be a focus of this training. School wide positive behavior supports continue to be updated and reviewed with the faculty, staff and parents.

The Greenwood School District works cooperatively with Newport Family Counseling to provide on-site services. This opportunity allows students and families to access services and meet with a therapist from Newport Family Counseling at the Greenwood Elementary Building. On site counseling helps to eliminate barriers such as transportation to off-site counseling or disruption caused by missing school for counseling sessions.

### *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.

1. The Greenwood School District has not been having difficulty ensuring FAPE for any particular disability category in the district. If the district were faced with difficulties locating an appropriate educational placement for students, the district would work to collaborate with the I.U. interagency coordinator as well as with local community child-serving agencies such as local Mental Health/Intellectual and Developmental Disability offices, Perry County Children and Youth, Probation, Child and Adolescent Service System Program (CASSP) and Vocational Rehabilitation. The district would also consider

requesting an interagency meeting, possibly through CASSP. This meeting would include all involved parties, including the family. When needed, the assistance of the Regional Interagency Coordinator at PATTAN would also be requested.

2. For hard to place students, the district utilizes the resources within the Perry County consortium and the Intermediate Unit to explore available placements and options. The Perry County consortium schools have provided a range of services to meet the needs of students with intensive needs in the areas of autism or emotional disturbance. The district works with the various mental health agencies to collaborate and provide a coordination of educational services and mental health services. For some hard to place students, the district has had to utilize services through the Capital Area IU. For students with significant behavior or emotional needs, the district has used Hill Top Academy (CAIU), Capital Academy and New Story - Selinsgrove.

3. Life skills support has been added as an in-district support at the middle school/high school levels. In-district life skills support is planned for the elementary level with in the life of this plan. The district does not currently plan additional expansion for the continuum of services within the district for hard to Place students during the life of this plan. The district is aware of the expansions of the continuum of services that are being planned by consortium districts to allow the service of these students in neighboring districts.

### *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.

#### **Co-teaching, Collaborative Practices, Accelerated Labs to support LRE**

Co-teaching has been an effective strategy in providing supports to students in the regular education setting. Co-teaching settings have been established throughout the elementary and middle/high school levels for reading language arts/English, math and science classes. The teachers utilize flexible grouping to meet the individual needs of all the students.

Instructional aides have been trained in co-teaching and collaborative practices. The instructional aides provide supports to teachers and students through the use of these methods.

Accelerated Labs for students who are struggling to achieve state standards are present at the elementary and middle/high school levels for reading language arts/English and math. These supplemental periods of instruction have been a way to reinforce and preview skills presented during core instruction. Teachers have reported increased student participation in activities and discussions during the reading and math classes along with a growth in skill acquisition and application. Another way that the district has assisted students to be successful in the general education curriculum is to provide the opportunity for smaller, structured study halls in the middle and high schools. During the study halls, students can receive assistance in learning strategies to improve executive functioning skills, with homework completion, organizational skills, studying for tests, reading of classroom texts

and direct instruction in study skills.

Continued training in the practices of co-teaching and collaborative practices are being planned to support teachers, related services providers and paraprofessionals as they work together in the regular education settings. Resources for these trainings include in-district trainers, consultants and trainings through the CAIU and PATTAN. Flexible grouping and blended learning have been increasing in use in the district. Co-teaching opportunities have supported these initiatives.

### **Educational Programming, Staff Development & Special Initiatives**

The Greenwood School District utilizes the general education curriculum with the students who receive special education services. As part of the regular education reading/language arts curriculum the district utilizes Foundations, a multi-sensory structured language program of word study for grade K-3. This provides a continuum of programs for word study that align with the supplemental programs of Wilson Reading, Just Words and Wilson Fluency. In addition to the other high quality regular education programs, research based programs are used to supplement the general education curriculum. Some of the research based programs utilized in the district to supplement the regular education curriculum include: Wilson Reading System, Wilson Fluency, Just Words, REWARDS Reading, Read Naturally, Six Minute Fluency Drills, Edmark reading, and Project Read/Language Circle programs. The district also uses a web based curriculum, the Unique Learning System to provide standards based curriculum for students with significant disabilities at the elementary, middle school and high school levels. The program provides functional reading and math lessons that align with the alternate state standards. Science and social studies lessons also incorporate the use of the math and reading skills.

Teachers and instructional aides in the district who utilize the Wilson Reading, Just Words and Foundations programs have received certification and/or training to utilize these programs.

Ongoing staff development is provided with the research based programs. Additional training is provided on research proven instructional and curricular strategies. The school districts in the Capital Area Intermediate Unit have implemented the Learning Focused Schools initiative. Essential questions, vocabulary development, flexible grouping, acceleration labs, previewing, curriculum mapping/prioritizing, graphic organizers and differentiated assignments are some areas of focus for this initiative. Teams of teachers and administrators have been trained in each building. The faculty in the elementary and the middle/high school buildings have received Learning Focused Schools training. Monitoring and feedback on the use of the strategies is reviewed at faculty meetings and focus groups. The district continues to follow the instructional framework of Universal Design for Learning (UDL). The district strives to use this model to provide students with multiple means of representation, multiple means of expression to demonstrate what they know and multiple means of engagement to tap into learners' interest. Staff has attended trainings through CAIU and PATTAN in UDL. The district technology initiative has been keys in promoting the use of flexible grouping and blended learning. The district has utilized the Assistive Technology team approach facilitated by the CAIU to assess, pilot and develop plans

for assistive technology. Technology has been a tool used district wide to assist with UDL. After participating in the iPad pilot project with the CAIU, the district continued the use of iPads as an integral learning tool at the elementary and middle school levels and in the life skills classroom. Chrome books area utilized in the elementary, middle and high school levels. In addition to the technology provided by the district, a “Bring Your Own Technology” (BYOT) policy is in place in the district. Bookshare and on-line learning opportunities (Capital Area On-Line Learning Academy, AP courses, on line courses through local colleges) are additional resources used by the district.

Ongoing trainings in autism, inclusion, co-teaching, behavior (positive behavior supports, de-escalation techniques, and functional behavior assessments) have been also been conducted in the district. The trainings have occurred through in-district trainings and attendance by staff at PATTAN and Intermediate Unit trainings. The train the trainer model is utilized with turn-around trainings for additional staff in the district. Additional trainings in these areas will be a continued focus for the district.

In addition to the staff in the district, Greenwood Elementary has an active group of parents who volunteer in the school to assist with projects, prepare materials, and assist students in practice and review activities with direction from the teachers.

Another source of student support is the “PAL” program in which elementary teachers supervise high school students who serve in a mentor role for elementary students. The high school students may assist with homework, review or practice skills, or model appropriate social skills in game/recess situations. The high school students come to the elementary during study halls one or two days out of the six day cycle.

The STAR assessment has been a tool to benchmark and progress monitor student performance and growth at the elementary and middle school levels. The tool has also been used for some of the high school students. This on-line assessment has provided data for teachers on student skill levels and has allowed teachers to focus future instruction on individual student needs.

### **Secondary Transition**

The Greenwood School District has had teams participate regularly in Transition trainings hosted by PATTAN and the CAIU. The transition coordinator has been actively implementing the strategies and suggestions from the training. Representatives from the Office of Vocational Rehabilitation, TechBridge and Mental Health/Intellectual & Developmental Disabilities (MH.IDD) are invited, with parent permission, to attend IEP meetings and share with parents the information and opportunities available through their organizations. The representatives also assist the transition coordinator with providing appropriate transition services and activities for the students. TechBridge and OVR have come on-site to meet with students during study halls. Students who are signed up for the agency assistance are able to meet during study halls for evaluation and assistance with transition activities. OVR early outreach seminars are provided multiple times a year to students in grades 9 and 10.

The transition coordinator has accompanied students to HACC college awareness activities, assisted with gaining information on colleges or trade schools of interest, and set up job

shadowing opportunities.

The website [pacareerzone.com](http://pacareerzone.com) has been a useful tool Greenwood School District used to assist students in identifying areas of career interest. This interactive site sponsored by the Pennsylvania Department of Education has been a resource for assessment, career exploration and the teaching of budgeting skills. The assessment portion of the site provides surveys to find jobs based on personality, interests and work values.

PA Secondary Transition Guide website (<http://www.secondarytransition.org>) is a new tool that the district has begun to use to help students and their families become aware of and connect with resources and agencies to assist with achieving their post-secondary goals.

The Greenwood School District has a dynamic school to career program for students in elementary through high school. Interest surveys, career awareness information, career inventories, career fairs, guest speakers, career research, instruction in completing job applications and job seeking skills, resume writing and job interview skills are some of the activities included in the process. The program cumulates with a project in which students write a resume, complete a job application, and participate in a simulated job interview with teachers, business leaders and other community members.

### **Counseling**

Guidance counselors are available in the elementary and middle/high school buildings for students who need opportunities to discuss concerns privately. The school psychologist can also provide counseling.

In addition to counseling provided by district staff, the district offers an on-site counseling option for an outside agency to provide counseling within the district. Newport Counseling works with approved students during the school day in a district provided room. This service has been an excellent resource to eliminate many of the barriers of transportation and time issues that parents have expressed with being able to gain access to counseling for their children.

Additional counseling is offered on-site through community agencies to address needs and provide supports for students dealing with sexual abuse, teen pregnancy, etc. The school district works with the agencies and families to assist in the coordination of these services.

### **CASSP Elementary School Based Program**

Cumberland-Perry Counties Child and Adolescent Service System Program (CASSP) offers an elementary school based program to assist and guide families with elementary school-aged children by providing information, referral, and additional supportive services to parents or guardians. A social worker from CASSP works in the district approximately one day per week to help families connect to community resources and navigate the mental health system.

### **Parent Involvement & Parent Trainings**

Parent involvement is a valuable asset to the district in the education of our students. Trainings are offered throughout the year in conjunction with the Title I programs and the PTO. Trainings are also offered at Open House and Kindergarten Registration. Ensuring

involvement in the MDE/IEP process is a priority for the district. Parents are contacted by letter, phone and email about upcoming meetings. Additional meetings are scheduled with parents individually to provide training and information upon request. A brochure is made available to parents explaining the special education process and to provide contacts for additional information. Parents are given information on upcoming conferences in the regional area that are open to parents.

Parent trainings have been an area of focus for the district. An in-district parent training is held in conjunction with Title I. Focuses of this training include study skills, learning styles, homework problems and tips for studying. Greenwood has also worked cooperatively with neighboring school districts in the Perry County Consortium to offer parents trainings. These trainings are offered in the evenings throughout the school year. Additional trainings at Greenwood have also been added during the school day and in the evenings. Some of the topics have included de-escalation strategies, FAQ on procedural safeguards, literacy, related services, autism, behavioral supports, organizational tips and homework, improving reading skills, transition planning, behavior contracts and helpful websites.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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



- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Susquenita School District	Neighboring School Districts	Emotional Support	1
Newport School District	Neighboring School Districts	Emotional Support	1
Capital Academy	Approved Private Schools	Emotional Support	1
New Story	Approved Private Schools	Emotional Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 24, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	40	0.7
Justification: The speech clinician only sees students in age appropriate groups.				
Locations:				
Greenwood 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	Speech and Language Support	11 to 14	12	0.2
Locations:				
Greenwood MS/HS	A Junior/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	14 to 18	3	0.1

	Support			
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #2 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 24, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	9	0.5
Justification: There would not be an age range greater than 3 years within any instructional group.				
Locations:				
Greenwood 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%)	Learning Support	5 to 10	3	0.2
Justification: There would not be an age range greater than 3 years within any instructional group.				
Locations:				
Greenwood 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	5 to 10	1	0.3
Justification: There would not be an age range greater than 3 years within any instructional group.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* July 11, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	16	0.6
Justification: Although the teacher provides services to student with an age range greater than 3 years, there would not be an age range greater than 3 years within any instructional group. Exceeding the age range requirements is for valid educational purposes and information regarding the educational needs is addressed in the IEP.				
Locations:				
Greenwood	An Elementary School	A building in which General		

Elementary	Building	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	7 to 12	2	0.2
Justification: Although the teacher provides services to student with an age range greater than 3 years, there would not be an age range greater than 3 years within any instructional group. Exceeding the age range requirements is for valid educational purposes and information regarding the educational needs is addressed in the IEP.				
Locations:				
Greenwood 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	7 to 12	1	0.2
Justification: Although the teacher provides services to student with an age range greater than 3 years, there would not be an age range greater than 3 years within any instructional group. Exceeding the age range requirements is for valid educational purposes and information regarding the educational needs is addressed in the IEP.				
Locations:				
Greenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #4 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 24, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	2	0.2
Justification: Age of students would not exceed three years in an instructional group..				
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	2	0.1
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood Elem	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	5 to 12	1	0.2

Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood 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%)	Life Skills Support	5 to 12	7	0.5
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* July 11, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 15	14	0.7
Justification: Students who exceed the permitted age range are not in the same classroom at the same time				
Locations:				
Greenwood MS/HS	A Junior/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	10 to 15	1	0.1
Justification: Students who exceed the permitted age range are not in the same classroom at the same time.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 16	3	0.2
Justification: Students who exceed the permitted age range are not in the same classroom at the same time.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 22, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 17	12	0.7
Justification: Instructional groups of students do not exceed 4 years.				
Locations:				
Greenwood MS/HS	A Junior/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	12 to 17	2	0.2
Justification: Students do not receive instruction in instructional groups that are greater than 4 years age range.				
Locations:				
Greenwood MS/HS	A Junior/Senior High 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 17	1	0.1
Justification: Students do not receive instruction in instructional groups that exceed and age range of 4 years.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 22, 2016

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 19	12	0.8
Justification: Age of students would not exceed three years in an instructional group..				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 19	2	0.2
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #8 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* July 11, 2016

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 20	12	0.4
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood MS/HS	A Junior/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	13 to 20	1	0.1
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood MS/HS	A Junior/Senior High 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 20	1	0.1
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood MS/HS	A Junior/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	13 to 20	1	0.1
Justification: Age of students would not exceed three years in an instructional group..				
Locations:				
Greenwood MS/HS	A Junior/Senior High 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 20	1	0.3
Justification: Age of students would not exceed three years in an instructional group.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* July 11, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Deaf and Hearing Impaired Support	8 to 11	1	0.5
Locations:				
Greenwood Elem	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	Multiple Disabilities Support	8 to 11	2	0.5
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class and Position

*Implementation Date:* July 1, 2016

*Explain any unchecked boxes for facilities questions:* Provides close proximity to cardio and weight area to promote fitness activities. Close proximity to practical and fine arts classes in which there will many opportunities for inclusion with students without disabilities.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 19	9	1
Justification: Students with age range greater than 4 will not be together for instructional purposes.				
Locations:				
Greenwood MS/HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**



Type: Position

Implementation Date: August 22, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 11	1	0.05
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 17	1	0.05
Locations:				
Greenwood High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: August 22, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 11	1	0.05
Locations:				
Greenwood Elem	An Elementary School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Psychologist	Greenwood Elementary, Middle and High School	0.5
Paraprofessionals	Greenwood Elem	9
Paraprofessionals	Greenwood MS/HS	6.22
Special Education Coordinator	Greenwood School District	1

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
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Physical Therapy	Intermediate Unit	1 Days
Therabilities Inc. (Occupational Therapy)	Outside Contractor	2 Days
Audiology	Intermediate Unit	20 Minutes
Psychological Services	Outside Contractor	0.5 Days

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

After reviewing the data, it is evident that the schools have been successful at maintaining a high level of academic accomplishment each year. Due to the small size of the district and the fact that the educational buildings are all located on one campus, the district has taken the approach to address the comprehensive plan from a district level.

## District Accomplishments

### Accomplishment #1:

The district has experienced a high level of academic success as indicated through the SPP profile in correlation with PSSA and Keystone results. High achievement at the high school has been attained through coordinated efforts, academic supports, professional development, and cross curricular endeavors. Most recent data indicates the high school is achieving at the high 80% to mid 90% proficient/advanced on Keystone testing. Transition to the new PSSA testing rigor has offset some consistent success in grades 3-8, however, achievement still exceeds the state average.

### Accomplishment #2:

The needs of At-Risk students are being met within the K-12 environment as indicated by the performance of economically disadvantaged students on the PSSA and Keystone Exams. Staff members have done a good job identifying needs and customizing learning opportunities for students. The development of the "accelerated labs" at the middle school and high school have provided at risk students with additional academic time and resources that have improved their success rate. Remedial programs and Title I services have been extremely successful in the elementary. The elementary school's economically disadvantaged students have consistently performed well on standardized tests.

### Accomplishment #3:

The technology equipment, wireless infrastructure and the development of the Bring Your Own Technology (BYOT) initiative has provided teachers with an opportunity to infuse technology into every aspect of the curriculum. The district is building on the experience of the BYOT program

and implementing an enhanced personal learning environment through a 1:1 technology infusion and the utilization of a Learning Management System (LMS). The combination of these endeavors will increase student engagement, foster a permeable academic experience and increase student development in preparation for 21st Century opportunities.

#### **Accomplishment #4:**

Learning Focused Schools Model (LFS): The instructional staff will continue to utilize LFS best practices while furthering the dissemination techniques with the utilization of the online Learning Management System (LMS). The SAMR model will be professionally developed and implemented in conjunction with 1:1, blended/personalized learning development. This will afford a dynamic and flexible academic experience for our students.

#### **Accomplishment #5:**

Informal interactions indicate that parents are pleased with the core academic program that is available to their children. Feedback from the community and board member interaction with representative public have rendered a positive perspective on the totality of experience and varied preparation afforded to our students.

## **District Concerns**

#### **Concern #1:**

Ensuring that all students be proficient in both the academic standards and/or the vocational standards, specifically the Keystone Exams and NOCTI vocational Tests.

#### **Concern #2:**

The challenge continues for teachers to become more customized in their instructional delivery and to recognize the differences in each student and support those differences in a K-12 environment. Professional development as it relates to technology use, SAMR, and effective use of a Learning Management system is necessary in an effort to facilitate incremental growth within each classroom to 21st Century preparation/instruction.

#### **Concern #3:**

While the district has made great strides to meet the needs of the At Risk learners or those learners that are identified as special needs, the challenge still continues to advance students who are currently scoring at the proficient and advanced levels to the highest level of achievement. The district will focus on advancing students at all levels to meet or exceed the PA Academic Standard for Growth according to PVAAS each year.

#### **Concern #4:**

Continue to provide professional development in the areas of technology integration to allow the staff to become more competent in their changing environment. Specific professional education as it

relates to SAMR, LMS, and technology resources to further differentiation for all learners is necessary.

#### **Concern #5:**

Provide an opportunity for our students to experience more Advanced Placement Courses. In addition, provide increased flexibility to course offerings and enhance the permeable nature of our school system.

#### **Concern #6:**

In the fast paced changing world of education, continue to maintain/ improve communication with each stakeholder.

Specifically the following:

1. Administrators to school board/ faculty/staff.
2. Grade level to grade level interaction.
3. Department discipline to department discipline interaction.
4. Programs and personnel within the school system.
5. School to parent/custodial guardian information.

## **Prioritized Systemic Challenges**

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

#### **Aligned Concerns:**

Ensuring that all students be proficient in both the academic standards and/or the vocational standards, specifically the Keystone Exams and NOCTI vocational Tests.

The challenge continues for teachers to become more customized in their instructional delivery and to recognize the differences in each student and support those differences in a K-12 environment. Professional development as it relates to technology use, SAMR, and effective use of a Learning Management system is necessary in an effort to facilitate incremental growth within each classroom to 21st Century preparation/instruction.

While the district has made great strides to meet the needs of the At Risk learners or those learners that are identified as special needs, the challenge still continues to advance students who are currently scoring at the proficient and advanced levels to the highest level of achievement. The district will focus on advancing students at all levels to meet or exceed the PA Academic Standard for Growth according to PVAAS each year.

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Continue to provide professional development in the areas of technology integration to allow the staff to become more competent in their changing environment. Specific professional education as it relates to SAMR, LMS, and technology resources to further differentiation for all learners is necessary.

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In the fast paced changing world of education, continue to maintain/ improve communication with each stakeholder.

Specifically the following:

1. Administrators to school board/ faculty/staff.
2. Grade level to grade level interaction.
3. Department discipline to department discipline interaction.
4. Programs and personnel within the school system.
5. School to parent/custodial guardian information.

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

**Aligned Concerns:**

Ensuring that all students be proficient in both the academic standards and/or the vocational standards, specifically the Keystone Exams and NOCTI vocational Tests.

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Provide an opportunity for our students to experience more Advanced Placement Courses. In addition, provide increased flexibility to course offerings and enhance the permeable nature of our school system.

# District Level Plan

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## Action Plans

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

### Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Exams and PSSA Tests

Specific Targets: Proficient/Advanced scores will increase 3% each year

Type: Interim

Data Source: Lesson Plans

Specific Targets: All teachers will utilize both formal and informal assessments to justify or change instructional practices to meet the needs of all students and will denote this in lesson plans.

### ***Strategies:***

#### *Professional Development*

##### **Description:**

Greenwood School District will provide Professional Development for Language and Literacy Acquisition and Teaching Diverse Learners in an Inclusive Setting. In addition, the district will provide opportunities for professional development in the areas of technology instruction and our Learning Management System.

**SAS Alignment:** Standards, Assessment, Instruction

#### *Differentiated Instruction*

**Description:**

Differentiated Instruction is critical in today's classroom because of the varying levels of student knowledge. Technology use, the LMS platform and professional development will further the skills of our instructional staff to differentiate instruction.

**SAS Alignment:** Instruction

***Implementation Steps:******Instructional Customization for Improved Student Learning*****Description:**

Teachers will continue to utilize best practices integrated in the Learning Focused Schools model. This involves teachers recognizing, planning, and implementing a system to meet the varying needs of all students on a regular basis. The instructional staff will further the academic atmosphere through the use of technology and our LMS.

Evidence: Classroom observations showing LFS techniques and student achievement on assessments will provide the evidence regarding the success of this implementation.

**Start Date:** 9/2/2017    **End Date:** 6/7/2020

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

**Supported Strategies:**

- Differentiated Instruction

***Language and Literacy Acquisition*****Description:**

Teachers and staff will gain an understanding about language and literacy through professional development provided by district personnel.

Evidence: Sign-in sheets, post-survey results and agenda

**Start Date:** 8/20/2018    **End Date:** 8/20/2018



**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development

*Teaching Diverse Learners in An Inclusive Setting*

**Description:**

Teachers and Staff will receive professional development on differentiation strategies to meet the needs of all students.

Evidence: Sign in sheets, post-survey, agenda

**Start Date:** 8/20/2018    **End Date:** 8/20/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development
- Differentiated Instruction

**Goal #2:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Curricular Documents and Assessments

Specific Targets: Curricular Documents will show 100% alignment to PA Academic Standards and Assessments will be consistent among all subjects and grades.

Type: Interim

Data Source: Lesson Plans

Specific Targets: Lesson plans will indicate instructional strategies that foster higher order thinking skills and are aligned to the districts curriculum with at least 90% by 6/7/2020.

Type: Interim

Data Source: Data Meeting Team Reports

Specific Targets: Principals will review team reports submitted from data meetings held by teachers. All (100%) reports will contain an instructional plan for students based on the data that was reviewed (summative, formative, diagnostic or benchmark, when available).

### ***Strategies:***

#### ***Alignment of Curriculum and Assessment Practice to the PA Academic Standards***

##### **Description:**

Teachers will continue to work in grade level teams and department teams to ensure that the PA Core academic standards are the focus of all classroom instruction. While it has been indicated that Vertical and horizontal alignment will be a focus to enhance the effectiveness of our K-12 system.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

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

##### **Description:**

District staff will continue to be immersed in all facets of data in an effort to increase student achievement. Data driven instruction will permeate through formative/summative assessment in each classroom across each

grade level/department. Keystone, PSSA, PVAAS statistics will be utilized by classroom instructors and administration to formulate curriculum needs/sequences, as well as, course offerings. A by product of our small school system affords numerous informal discussion opportunities amongst all stakeholders in a concerted effort to enhance, develop, and formulate a total academic experience for our students.

**SAS Alignment:** Instruction

### *Curriculum Mapping*

**Description:**

The district will continue to use the PDE crosswalks as the increased rigor and PA Common Core curriculum is implemented across our K-12 environment. Correlating SAS resources with LMS capabilities to build a scope and sequence for each grade/content area will be vital to the academic success of our students. Cross curricular and sequential grade collaboration will further enhance the vertical alignment of academic exposure and ensure appropriate redundancy and it relates to PA Common Core expectations and student acquisition.

**SAS Alignment:** Standards, Curriculum Framework

### *Implementation Steps:*

#### *Ongoing Curriculum and Assessment Enhancement*

**Description:**

The district is constantly reviewing and updating curricular documents and assessments to develop higher order thinking skills.

Evidence: Administrators will use classroom observations, lesson plan review, assessments and curricular documents as evidence.

**Start Date:** 7/1/2017     **End Date:** 6/7/2020

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

**Supported Strategies:**

- Alignment of Curriculum and Assessment Practice to the PA Academic Standards

- Curriculum Mapping

### *Examine Vertical Articulation of Curriculum K-12*

#### **Description:**

Grade levels and departments at the elementary school, middle school and high school will examine the vertical articulation of the curriculum relative to the PA approved standards.

Evidence: Curricular documents will serve as evidence.

**Start Date:** 7/1/2017    **End Date:** 6/7/2020

**Program Area(s):** Professional Education

#### **Supported Strategies:**

- Alignment of Curriculum and Assessment Practice to the PA Academic Standards
- Curriculum Mapping

### *Student Data Analysis*

#### **Description:**

Grade level and department teams should collaborate with each other to analyze data from a variety of sources. Administrators will observe department and grade level meetings.

Evidence: Team reports and summaries will serve as evidence.

**Start Date:** 9/2/2017    **End Date:** 6/7/2020

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

#### **Supported Strategies:**

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

**Goal #3:** Provide an opportunity to integrate technology and technology devices into instructional practices.

**Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Formal and informal observations

Specific Targets: Formal and informal classroom observations will detail actual use with at least 80% of observations showing technology integration by 6/7/2020.

Type: Annual

Data Source: CAIU Technical Analysis of Infrastructure

Specific Targets: Analysis of types of connections, available software and bandwidth needed to support both regular school programming and 1:1 instructional program. Analysis completed by Greenwood technology department and CAIU technicians.

Type: Annual

Data Source: AP Course Enrollment

Specific Targets: The percentage of students enrolled in an AP course will increase each year.

***Strategies:***

*Differentiated Instruction*

**Description:**

Differentiated Instruction is critical in today's classroom because of the varying levels of student knowledge. Technology use, the LMS platform and professional development will further the skills of our instructional staff to differentiate instruction.

**SAS Alignment:** Instruction

*Online Learning Opportunities***Description:**

The district will implement a 1:1 technology environment coupled with a LMS to foster a permeable/diverse academic exposure for our students. CAOLA course offerings and research based online instructional content disseminated through our LMS will create a permeable/engaging learning environment.

**SAS Alignment:** Curriculum Framework

*Technology Infrastructure Enhancement/Technology Access and Training Increase***Description:**

In coordination with the district 1:1 technology initiative and implementation of our LMS, a proportioned enhancement of the technology infrastructure as it pertains to bandwidth, access points, fiber, servers, and personnel support will be monitored and provided as needed throughout the development. Professional development will be provided in the areas of technology instruction and LMS utilization.

**SAS Alignment:** Materials & Resources

***Implementation Steps:****Implement a 1:1 technology environment***Description:**

Teachers will foster our transition into a 1:1 environment with refined instructional practices utilizing the SAMR model and our LMS.

Evidence: Administrators will conduct classroom observations and review lesson plans as evidence, in addition to, the analysis of student achievement.

**Start Date:** 9/2/2016      **End Date:** 6/7/2020

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

**Supported Strategies:**

- Differentiated Instruction
- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase

*Provide the necessary infrastructure to support all technology initiatives*

**Description:**

The district will enhance fiber connections to all buildings on the central campus of the Greenwood School District.

Evidence: The proper functioning of a 1:1 environment will be used as evidence of success. The Greenwood Technology department in conjunction with the Capital Area Intermediate Unit Technology team will conduct a comprehensive analysis as evidence.

**Start Date:** 9/2/2017      **End Date:** 6/30/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase

*Technology Integration Within Daily Instructional Practices*

**Description:**

The use of technology will become routine in regard to lesson planning and classroom instruction. Teachers will use a LMS to communicate, grade, and facilitate instruction.

Evidence: The use of formal and informal observation, lesson plans, improved student achievement on all assessments will serve as evidence of district success.

**Start Date:** 1/4/2017    **End Date:** 6/7/2020

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

**Supported Strategies:**

- Differentiated Instruction
- Technology Infrastructure Enhancement/Technology Access and Training Increase

*Provide the necessary support to allow seamless integration of teacher and student technology*

**Description:**

Develop a professional development plan that facilitates a 1:1 environment and the use of a LMS.

Evidence: Administrators will use classroom observation, lesson plan review, and student achievement as evidence.

**Start Date:** 1/5/2017    **End Date:** 6/7/2020

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

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase

*The district support for on-line Advanced Placement Course offerings*



**Description:**

Qualified students will have the opportunity to schedule Advanced Placement Courses through the Capital Area On-Line Learning Academy. (CAOLA).

Evidence: The number of students enrolled and individual student achievement will provide the evidence regarding the success of this project.

**Start Date:** 9/2/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Online Learning Opportunities



For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
Training Format	School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1)
			Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Creating lessons to meet varied student learning styles		Review of participant lesson plans
	Lesson modeling with mentoring		

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>			<b>Strategy #1: Professional Development Strategy #2: Differentiated Instruction</b>	
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
8/20/2018	8/20/2018	Teaching Diverse Learners in An Inclusive Setting	Teachers and Staff will receive professional development on differentiation strategies to meet the needs of all students.					
			Evidence: Sign in sheets, post-survey, agenda					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Principal	3.0	1	66	Greenwood School District	School Entity	Yes

**Knowledge**

Teachers will learn and implement differentiation techniques that will help struggling to gifted learners. Technology integration and LMS utilization will facilitate differentiation.

**Supportive Research**

Teachers will use research-based differentiation techniques to facilitate growth and foster learning.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
Training Format	School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1)
			Elementary - Intermediate (grades 2-5)
			Middle (grades 6-8)
			High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
			Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>Provide an opportunity to integrate technology and technology devices into instructional practices.</b>	<b>Strategy #1: Differentiated Instruction</b> <b>Strategy #2: Online Learning Opportunities</b> <b>Strategy #3: Technology Infrastructure Enhancement/Technology Access and Training Increase</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
9/2/2016	6/7/2020	Implement a 1:1 technology environment	Teachers will foster our transition into a 1:1 environment with refined instructional practices utilizing the SAMR model and our LMS.					
			Evidence: Administrators will conduct classroom observations and review lesson plans as evidence, in addition to, the analysis of student achievement.					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Building Principal	3.0	2	35	District	School Entity	No

**Knowledge**

Teachers will become familiar with the strategies of technology integration.

**Supportive Research**

Learning Focused Schools model for instruction.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>		
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>		
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>	<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment</p>

Creating lessons to meet  
varied student learning styles  
Peer-to-peer lesson  
discussion  
Lesson modeling with  
mentoring

data other than the PSSA  
Review of participant lesson plans  
Portfolio

LEA Goals Addressed:	Provide an opportunity to integrate technology and technology devices into instructional practices.	Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase
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Start	End	Title			Description		
1/5/2017	6/7/2020	Provide the necessary support to allow seamless integration of teacher and student technology			Develop a professional development plan that facilitates a 1:1 environment and the use of a LMS.  Evidence: Administrators will use classroom observation, lesson plan review, and student achievement as evidence.		
		<b>Person Responsible</b> Superintendent of Schools/Technology Coordinator	<b>SH</b> 3.0	<b>S</b> 3	<b>EP</b> 55	<b>Provider</b> School District	<b>Type</b> School Entity
							<b>App.</b> No

<b>Knowledge</b>	Teachers will gain an understanding of the policies and procedures developed to operate/instruct in a 1:1 environment.
<b>Supportive Research</b>	Researched policies and procedures as recommended in the Capital Area Intermediate Unit CAOLA program, as well as, collaboration with IU 15 district leadership teams.
<b>Designed to Accomplish</b>	For classroom teachers, school
	Increases the educator's teaching skills based on research on effective practice, with



counselors and education specialists:

attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

### Training Format

Series of Workshops  
School Whole Group Presentation  
Department Focused Presentation

### Participant Roles

Dir

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

### Grade Levels

Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

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<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans Portfolio
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# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*