

Elizabeth Forward SD

**District Level Plan**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

401 Rock Run Road  
Elizabeth, PA 15037  
(412)896-2300  
Superintendent: Bart Rocco  
Director of Special Education: Keith Gephart

## Planning Process

The district level planning team is composed of parents, students, business people, board members, teachers and administrators. The administrative and teacher teams met over the course of the year to plan and gather data to support the plan process. The Planning team was meeting on a regular monthly basis last year, but did lose some momentum when confusion about changes to Chapter 4 were circulated. There was information that the strategic planning process would not be as defined as in years past and that school districts would not have to complete a formal strategic plan. After it was determined that the process would continue the meetings at the building and district level resumed. Each building level administrator has defined specific teachers at the building level to continue to meet and address areas of the Comprehensive Plan at their building level. The teams will continue to meet every month during the developmental phases of the project. The building level administrator and the assistant superintendent, are responsible for overseeing the development of the plan, and the overall process is supervised by the superintendent of schools. All of the information about the development and implementation of the plan will be communicated to the board of school directors as well as members of the community at large. The most difficult part of the process is maintaining momentum and having the staff see the value and importance of the strategic planning process. It is important that information about the progress and results of the plan be communicated so that all publics see the value of the plan.

## Mission Statement

The mission of the Elizabeth Forward School District is to establish a collaborative working relationship with families and communities to create learning environments for all students that nurture the academic, social and emotional skills of each student through high expectations of excellence that produce life long learners, world ready leaders and citizens who are prepared to meet the ever-changing challenges of a global society.

## Vision Statement

Vision

The schools and the families work together to provide the best possible programs for students.

Each student has a sense of belonging and is an active, productive member of the school and community.

The curriculum is consistent and coherent across grades and levels, and is based upon a foundation of standards and prepares students for the demands of a 21st century work place.

Instruction foster inquiry, problem solving and an application of knowledge and skills in relevant real life situations.

Instruction is driven by a comprehensive system of monitoring academic progress and a K-12 system of support is available for students who require academic intervention or enrichment.

The Infrastructure, resources, and training enable an environment where technology is a seamless tool for obtaining, organizing and communicating information in an ever changing global society.

Training for all members of the school district community is relevant , ongoing and is reflective of the district's academic behavioral and technological programs designed for it's students.

The high school program fosters a smooth transition from the middle school to the high school environment, recognizes the ninth grade year as critical to the future success of the high school students and prepares it's graduates to identify, select and modify 21st century career choices.

## Shared Values

The following are the values and beliefs that serve as a foundation for learning in the Elizabeth Forward School District. Elizabeth Forward School District believes that:

- \*All students can learn
- \*All students should have the opportunity to maximize their potential
- \*A caring, safe and trusting environment is essential
- \*All students have value and worth and are entitled to a meaningful relationships with caring adults.
- \*The family provide the foundation for and instills the attitudes needed in assuring successful education and learning.
- \*All students have a right to a high quality curriculum and instruction that is driven by common core standards.
- \* All teachers and administrators share an unrelenting commitment of excellence for all students.
- \* Literacy is the foundation for all student success.

\* Excellence in education is worth the commitment of time, effort and money.

\*All students will be prepared for a diverse and ever changing global society.

\* Education is the responsibility of the entire community and all benefit with people work together through open and honest lines of communication.

## Educational Community

The Elizabeth Forward School District is comprised of the townships of Ellizabeth and Forward and the Borough of Elizabeth, encompassing a combined land are of 43.3 square miles along the Monongahela River in the southeaster corner of Allegheny County. The school district is located approximately 15 miles southeast of the city of Pittsburgh. The school district was formed in 1955 as a result of a merger with the schools in Elizabeth Borough, Elizabeth Township and Forward Township. The Westmoreland County border lies to the easy of the school district and the Washington County border lies to the southwest. The population of the district based on 2010 data is approximately 18,140. The student enrollment is approximately 2,407 students which has been declining from a high of 2,900 students in 2007.

The School District is a third class school district and operates under and pursuant to the school code as amended and supplemented. The School District is governed by a nine member board of school directors comprised of residents of the school district. The district operations is overseen by the Superintendent of Schools. The budget from the 2013 school year was \$35,668,111. The total employment of the school district is comprised of approximately 300 administrative, professional/instructional and classified support staff.

## Planning Committee

Name	Role
Marc Bellora	High School Teacher - Special Education : Special Education
Tracy Caruso	Business Representative : Professional Education
Dana Cogley	Parent : Special Education
Donna Durant	Community Representative : Professional Education
Rachael Egan	Middle School Teacher - Regular Education : Special Education
Richard Fanatuzzi	Administrator
Keith Gephart	Special Education Director/Specialist : Special

	Education
Susan Heatherington	Administrator
Heather Hibner	High School Teacher - Regular Education
Lisa Hurley	Parent : Professional Education
Timmie Kearns	Community Representative : Professional Education
Todd Keruskin	Administrator
Jennifer Lee	Parent : Professional Education
Philip Martell	Board Member
Mary Carole McCay	Administrator
Scott McVicker	Board Member
Jennifer Meliton	Administrator
Bart Rocco	Administrator
Robert Rodderick	Business Representative : Professional Education
Lori Rogers	Ed Specialist - Home and School Visitor
Pat Roland	High School Teacher - Special Education : Professional Education
Glenn Shell	Ed Specialist - School Psychologist
Brad Simala	Administrator : Special Education
Randal Sydeski	Administrator
Mary Beth Wiseman	Parent
Dorothy Wycoff	Board Member

# 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	Needs Improvement	Needs Improvement
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Needs Improvement	Needs Improvement
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	Needs Improvement	Needs Improvement
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Needs Improvement	Needs Improvement
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Under Career Education and work we understand that we have a need in this area, and we are working on developing a program to support this standard. While we do incorporate some family and consumer science activities we do not have a defined curriculum at this level. Because of state budget cuts we do not provide counselors; however, we do have one social worker for the entire elementary program. Finally, The district does not provide Infant toddler care, but we do have partnerships with the Allegheny Intermediate Unit and local day care providers. We also provide transition activities with these organizations.

### Elementary Education-Intermediate Level

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

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

Under Career Education and work we understand that we have a need in this area, and we are working on developing a program to support this standard. While we do incorporate some family and consumer science activities we do not have a defined curriculum at this level. Because of state budget cuts we do not provide counselors; however, we do have one social worker for the entire elementary program. Finally, The district does not provide Infant toddler care, but we do have partnerships with the Allegheny Intermediate Unit and local day care providers. We also provide transition activities with these organizations.

### Middle Level

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

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

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

The World Language program was eliminated in the middle school because of state budget cuts to education.

### High School Level

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



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

The development of career education and work standards is critical for the high school program. This is an area of the standards that is often overlooked in the high school curriculum, and over the last several years has been impacted by budget cuts in our guidance department. We will continue to address this area in our program. We are also developing in areas of Literacy in History/Social Studies Science and Technical Subjects. These are being addressed in several ways at the high school through the implementation of a gaming curriculum and other activities in using media to help engage students in learning. Finally, we are in the beginning phases of implementing a positive behavior support program for the high school. The initial planning started in the summer of 2012 and implementation will start in the spring of 2013. It is hoped that this program will help with creating a more positive, consistent and safe environment for students.

## *Adaptations*

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

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

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

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

### **Middle Level**

- 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

### **High School Level**

- 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

Explanation for any standards checked:

The Elizabeth Foward Middle School curriculum is aligned to the PA Academic Standards and working towards the common core standards.

## **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.	Accomplished
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Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

### Middle Level

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

All high school curriculum has been inputted into the OnHand Schools curriculum tool. Teachers continue to add instructional units into the curriculum tool to archive lessons. High School teachers follow the research-based instructional model for every lesson and lesson plans.

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

*This narrative is empty.*

### *Modification and Accommodations*

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

All teachers take into consideration the various needs of all learners. Students are provided a variety of ways to demonstrate competency in all disciplines throughout the curriculum in the district. All course guides provide for enrichment activities for students as well as activities to assist those students who need modifications for instruction. Teachers use a variety of ways to make certain that all students are given the opportunity to demonstrate their abilities and skills in a fair and equitable manner. It is also important that teachers provide students with an opportunity to show what they know in an unfettered and unbiased environment. The Elizabeth Forward School District is aware of the various needs of all learners and provides appropriate opportunities for learning to occur in all of our

classes and buildings. We make certain that the mental and physical abilities of all students are considered in all learning situations.

## Instruction

### *Instructional Strategies*

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

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

- Administrators
- Building Supervisors

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

The administrative team performs regular teacher evaluations and walkthroughs using the prescribed PDE methods and forms. All teachers participate in grade level meetings on a 10 day rotation. Professional development activities are provided that demonstrate best practices and coaching as needed.

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

The peer evaluation model is not congruent with current collective bargaining agreement. There are no department supervisors at the elementary level and because of lack of funding we do have instructional coaches.

### *Responsiveness to Student Needs*

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

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

*This narrative is empty.*

**Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

*This narrative is empty.*

**Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

*This narrative is empty.*

**High School Level**

<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	Implemented in 50% or more of

gifted students.	district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

The high school teachers and administrators continue to review data on each individual students and try to be creative on the scheduling process. The high school offers remediation courses in reading and mathematics and also has tutoring during the school day for struggling students. Teachers have been trained on differentiated instruction over the last two years through OnHand Schools consultants.

### *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 district does have a formalized process for hiring highly qualified teachers. The Collective Bargaining Agreement does allow for movement based on certification and seniority and this sometime inhibits the districts ability to assign staff based on needs of students. The district does have the ability to involuntarily transfer teachers but we must follow guidelines of the CBA.

### *Assessments*

#### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 16/17</b>	<b>SY 17/18</b>	<b>SY 18/19</b>
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

#### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *No graduation requirement specifics have been identified.*

### *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	
Career Education and Work		X			X	
Civics and Government		X	X			
PA Core Standards: English Language Arts		X	X		X	
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X			
PA Core Standards: Mathematics		X	X			
Economics		X				
Environment and Ecology		X	X			
Family and Consumer Sciences		X			X	
Geography		X				
Health, Safety and Physical Education		X			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>E EI</b>	<b>ML</b>	<b>HS</b>
PSATs, ACTs and SATs				X
Curriculum Assessments	X	X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Math and Language Arts Benchmarks -- Teacher Created	X	X	X	X
4-Sight Testing	X	X	X	

#### **Formative Assessments**



<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Teacher Training on Formative Assessments through the University of Pittsburgh and OnHand Schools	X	X	X	X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
In-View Tests		X	X	
Terra Nova Test	X	X		
DORA Reading Assessments	X	X	X	

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

At Eilizabeth Forward School District, all K-12 assessments are uploaded into the district's data tool (OnHand Schools) for teachers to review and analyze. All assessment data will follow each student throughout their years within the school district. All teachers have been trained for two years on how to access the data tool to review the assessments, item analysis of the assessments and to create flexible groups or tutoring using the specific individual student data. New teachers are provided data training during their induction program. Analyzing student data occurs during scheduled professional development days, faculty meetings, two-hour delays and early dismissals. An assessment calendar and professional development calendar is created every June for the following year with teachers, administrators and school board members.

### *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 Elizabeth Forward School District, administrators, teachers, curriculum coaches and consultants reviewed the taught curriculum three years ago and reviewed the gaps and overlaps of the curriculum. The district then reviewed the PA standards for each grade level and determined what PA standards were be covering and not be covered. After

looking at the curriculum horizontally and vertically, revisions we made to align the district's curriculum to the PA Standards and eliminated any gaps within the curriculum. Rich discussions occurred regarding the overlaps of the curriculum and data was reviewed for the need of the overlaps.

After all of the district's curriculum was reviewed and revised according to the PA Standards, teachers determined what standards were being covered per 9-weeks. Finally, the teachers created locally-designed assessments centered around these standards per 9-weeks. These locally-designed assessments were peer-reviewed and analyzed by the administrators and outside consultants.

The same process is occurring aligning the curriculum to the Common Core Standards and the PA Keystone Standards. Once the curriculum is aligned to the Common Core and Keystone Standards, revisions will occur on the locally-designed assessments.

### *Collection and Dissemination*

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

At Elizabeth Forward School District, all K-12 assessments are uploaded into the district's data tool (OnHand Schools) for teachers to review and analyze. All assessment data follows each student throughout their years within the school district. During the opening of each school year, teachers review their new students' data to help them understand each child's strengths and weaknesses. Teachers are able to access the OnHand School Data Tool to review this data and the teachers can review all accommodations for IEPs and 504s using the same data tool.

All teachers have been trained for two years on how to access the data tool to review the student data, item analysis of assessments and to create flexible groups or tutoring using the specific individual student data. New teachers are provided data training during their induction program. Analyzing student data occurs during scheduled professional development days, faculty meetings, two-hour delays and early dismissals. An assessment calendar and professional development calendar is created every June for the following year with teachers, administrators and school board members.

### *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.

At Elizabeth Forward School District, curriculum is reviewed using locally-designed assessments, 4-Sights results, PSATs and curriculum summative assessments data using the OnHand Schools Data Tool. Teachers and administrators review the data for trends within the data of students who are not demonstrating mastery. Rich discussions occur of how teachers are teaching this curriculum and comparison of teachers within the subject and grade level is reviewed. Changes will occur once determination of instructional strategies

or curriculum issues and reteaching or flexible grouping/tutoring will occur. After reteaching or tutoring occurs, additional data will be gathered to determine if the intervention(s) is working. Over the last two years, ongoing training of the district's reading teachers has been provided by the Allegheny Intermediate Unit. Reading teachers have been trained on specific interventions according to the child's weaknesses from the DORA Reading Assessment. The OnHand Schools Data Tool has provided easy access to help the district become a data informed school district.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

The teachers meet to discuss grading practices, assessments used, assessment given. Teacher's also work on the development of benchmark assessments. The teachers review pacing guides on a regular basis to ensure progress on benchmarks. The teachers meet on a regular basis to review curriculum and identify students who are in need of intervention so that they can demonstrate mastery of prescribed curriculum.

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

All strategies were selected by the Elizabeth Forward School District.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X		
Directing Public to the PDE & other Test-related Websites	X	X		
Individual Meetings	X	X		

Letters to Parents/Guardians	X	X		
Local Media Reports	X	X		
Website	X	X		
Meetings with Community, Families and School Board	X	X		
Mass Phone Calls/Emails/Letters	X	X		
Newsletters	X	X		
Press Releases	X	X		
School Calendar	X	X		
Student Handbook	X	X		

Provide brief explanation of the process for incorporating selected strategies.

The district uses every means possible to inform the students, parents and community about the activities and programs in the district.

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

All strategies were selected by the school district.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The elementary and middle school in the district consistently meet and exceed the state assessment goals on the PSSA. At the high school setting the economically disadvantaged students have struggled in reaching proficiency on the PSSA in math and reading. We continue to work with teachers and staff in providing academic and social support for these students. We continue to analyze student performance data as well. The high school also provides courses in reading and PSSA math to assist those students who are struggling. The next challenge will be accommodating those students who do not perform well on the the Keystone Exams. We will continue to analyze students test data and provide support to those students with individual remediation as well as focused and targeted activities to assist the students in performing well on the exams. As the Keystone Exams become fully implemented the district will need to allocate additional resources in personnel and material to assist our struggling students. We will also face challenges in preparing the middle school and elementary students for taking the Keystone exams, and we will need to

work with teachers and staff to make sure that our curriculum is aligned to the academic standards for these exams.

### *Programs, Strategies and Actions*

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

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

The only area not defined in this category was for school resource officer. Budgetary restraints did not permit the benefit of a school resource officer in the district. However, since the initial planning of this document, the incident at Sandy Hook Elementary occurred and the board of school directors is considering the implementation of security of some kind in the buildings in the district. It is hoped that some type of state funding is available to support a safe school initiative.

### *Identifying and Programming for Gifted Students*

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

The Elizabeth Forward School District identifies gifted students in the following way.

**Gifted student** - shall mean a student of school age with an IQ of 130 or higher who meets established multiple criteria indicating gifted ability or a school-aged student with an IQ lower than 130 when other educational criteria strongly indicate gifted ability. For purposes of this definition, any determination of mentally gifted status shall include an assessment by a certified school psychologist.

**GIEP** - shall mean a Gifted Individualized Education Program.

**GMDT** - shall mean a Gifted Multidisciplinary Team. The GMDT shall be formed on the basis of the student's needs and shall be comprised of the student's parents/guardians; a certified school psychologist; persons familiar with the student's educational experience and performance; one or more of the student's current teachers; persons trained in the appropriate evaluation techniques; and, when possible, persons familiar with the student's cultural background. A single member of the GMDT may meet two (2) or more of the specified qualifications.

The district's gifted education program shall provide the following:

1. Services and programs planned, developed and operated for identification and evaluation of each gifted student.

1. Gifted education for each identified student, based on the unique needs of the student, not solely on the classification.
2. Gifted education that enables identified students to participate in acceleration and enrichment programs, and to receive services appropriate to their intellectual and academic abilities and needs.

#### Referral Procedures

The Superintendent or designee shall develop and implement procedures and the necessary forms to permit teachers to refer a student or allow a parent/guardian to request in writing that a school-aged student undergo a gifted multidisciplinary evaluation to determine if the student is gifted.

#### Evaluation Process

The Superintendent or designee shall develop and implement procedures to create a GMDT to determine if a school-aged student is eligible to receive gifted services.

#### Development Of GIEP

The Superintendent or designee shall develop and implement procedures to ensure the development of a GIEP for each gifted student and subsequent modification of services, in the manner prescribed by law.

#### Caseloads/Class Size

The Superintendent or designee shall develop and implement procedures, in conjunction with the building principals and other appropriate school personnel, to annually assess the delivery of gifted education within the district in order to:

1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
2. Address the educational placements for gifted students within the district.
3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload to a maximum of seventy-five (75) students.

4. Limit the total number of gifted students that can be on an individual gifted teacher's class roster to a maximum of twenty (20) students.

Notwithstanding the above, the district shall have the right to make a written request to the Secretary of Education to waive the applicable caseload and class size maximums in extenuating circumstances.

#### Notice/Consent For Evaluation

Prior to the district conducting an initial gifted multidisciplinary evaluation or re-evaluation of any school-aged student, the district shall provide the parents/guardians of that student with written notice proposing such an evaluation and obtain written parental consent to do so.

#### Awareness Activities

The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education program. Those awareness activities may include providing written notice of the district's gifted education program through newspapers and district publications; distributing such written notice to private schools serving school-aged residents; hosting meetings and/or distributing literature designed to inform parents/guardians of newly-enrolled students of the district's gifted services.

#### Confidentiality Of Student Records

All personally identifiable information regarding a gifted student shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, and the State Board of Education Regulations.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEl</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
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X

Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***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	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X



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

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

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

### *Frequency of Communication*

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

- Quarterly

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

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

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

The Elizabeth Forward School District provides supportive services to students and families by working with outside agencies in our region. The district has a long standing agreement with Mon Yough Mental Health Services which provides individualized counseling services to students in middle school and high school. We also have hired an intervention specialist who works in our middle school and high school to provide one on one and group counseling services to our students. These program have been successful in helping our struggling student population. This past year we have entered into an agreement with the Allegheny County Department of Human Services to share information and data about our neediest students and families. This service can provide to our student access to county wide programs to assist our students. All students in the district benefit from these services. At the elementary level we have employed a full time social worker who splits her time between 4 buildings to provide services for our students. The district had planned to add an additional social worker at the elementary level but cuts in state funding has eliminated that plan. The district has many struggling families within it's boundaries, and additional support services are needed to help these students and families.

Two years ago in 2011-12 the district instituted the Olweus Bullying Program for students in grades K-8. This is the second year of the implementation and it has provided and awareness to the students and staff about the dangers of bullying. This program was funded by a grant from Highmark, and we continue to see improvements in our students and a decrease in the number of bullying incidents. We are also in the process of implementing a Positive Behavior Support Program at the high school. Teams of teachers are working with the implementation of the program with the help of the Watson Institute. It is hoped that these two programs will help to identify students who are at risk and lead to greater student performance.

The middle school and the high school have Student Assistance Teams in place that meet on

a weekly basis. The teams work cooperatively to help identify students who are at risk for drug and alcohol abuse, family crisis or personnel crisis. The teams identify and refer students and families to the proper resources or agencies to assist as needed.

The district is also considering adding an additional guidance counselor at the middle school and social worker at the elementary program as well. The district has 33% of the students in the district who are economically disadvantaged, and we believe that early intervention strategies with students will help them as they transition through our school system.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Elizabeth Forward School District has an excellent working relationship with certified day care programs within the boundaries of the school district. We meet with day care providers several times a year to make certain that there is a transition to their program to the educational programs in the school district. We also work very closely with the Allegheny Intermediate Unit that provides pre school, DART and Head Start Programs for students in our districts. Having links to these programs gives our students an excellent opportunity to make transition to the regular kindergarten classrooms. This interaction also helps us to provide services to the most needy students, and we can build interventions strategies for them prior to transitions to our schools. We also are presently working on a Pre-K assessment tool that determine kindergarten readiness which should be completed this year.

### *Preschool Agency Coordination*

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Elizabeth Forward School District has an excellent working relationship with certified day care programs within the boundaries of the school district. We meet with day care providers several times a year to make certain that there is a transition to their program to the educational programs in the school district. We also work very closely with the Allegheny Intermediate Unit that provides pre school, DART and Head Start Programs for students in our districts. Having links to these programs gives our students an excellent opportunity to make transition to the regular kindergarten classrooms. This interaction also helps us to provide services to the most needy students, and we can build interventions strategies for them prior to transitions to our schools. We also are presently working on a Pre-K assessment tool that determine kindergarten readiness which should be completed this year. Finally the district provides transition activities for incoming kindergarten students 5 months prior to their admittance to our programs. These activities help us to prepare the students and parents for kindergarten.

## Materials and Resources

### *Description of Materials and Resources*

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

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	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	Developing

Provide explanation for processes used to ensure Accomplishment.

The Elizabeth Forward School District adopted a curriculum/textbook/resource cycle several years ago to ensure all materials and resources are updated and high quality for all students and teachers. Curriculum meetings occur throughout the school year and during the summer months to review and revise curriculum.. All curriculum is stored digitally using the OnHand Schools Curriculum warehouse tool and is aligned to the academic standards. As DIBELS data at the primary level is reviewed three times a year, curriculum interventions are put in place to meet the educational needs of the students.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The Elizabeth Forward School District adopted a curriculum/textbook/resource cycle several years ago to ensure all materials and resources are updated and high quality for all students and teachers. Curriculum meetings occur throughout the school year and during the summer months to review and revise curriculum.. All curriculum is stored digitally using the OnHand Schools Curriculum warehouse tool and is aligned to the academic standards. As DIBELS data at the primary level is reviewed three times a year, curriculum interventions are put in place to meet the educational needs of the students.

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

*This narrative is empty.*

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The Elizabeth Forward School District adopted a curriculum/textbook/resource cycle several years ago to ensure all materials and resources are updated and high quality for all students and teachers. Curriculum meetings occur throughout the school year and during the summer months to review and revise curriculum.. All curriculum is stored digitally using the OnHand Schools Curriculum warehouse tool and is aligned to the academic standards. Teacher review student data during grade level team meetings.

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The Elizabeth Forward School District adopted a curriculum/textbook/resource cycle several years ago to ensure all materials and resources are updated and high quality for all students and teachers. Curriculum meetings occur throughout the school year and during the summer months to review and revise curriculum.. All curriculum is stored digitally using the OnHand Schools Curriculum warehouse tool and is aligned to the academic standards. Students test data is reviewed during grade level meetings. Student sub groups are defined and remediation for these students is provided by staff in selected disciplines.

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

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of

	district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in

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

Further explanation for columns selected "

*This narrative is empty.*

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

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



	district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

**Middle Level**

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

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

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

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

Technical Subjects	50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of

	district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

## Professional Education

### Characteristics

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

District's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use	X	X	X	X

appropriate data to inform decision making.				
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

The Elizabeth Forward School District designs programs for professional development around the needs of the students and staff of the district. District administrators meet throughout the year to define areas that need refinement in teachers practice and these professional development activities become imbedded into teacher practice. We also design professional development activities around assessment dates and times. By doing this the staff can review benchmark assessments and provide direct instruction in areas of deficiency as needed. The administrative staff also holds department meetings with teachers to determine activities that can be used for professional development that will improve best practice. The district also has implemented several initiatives that have driven professional development activities. These include the Olweus Bullying Prevention Program, Positive Behavior Support Program, and Technology Integration.

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

The District addresses all of the needs as defined in this area.

### *Strategies Ensuring Fidelity*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The Elizabeth Forward School District uses administrator and teacher input to determine what professional development activities are needed for the staff of the district. All administrators and teachers play a critical role in the professional development plan and the staff has clear expectations of what the goals for the programs are to look like. We also tailor the professional development activities around the grade levels of our students.

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

The District needs to develop a matrix to determine the effectiveness of what outside presenters are valid for our school district. Over the last several years, because of the reduction in resources from the state, the professional development activities that have been conducted in the district have been presented by our own staff. This saved money, but we also were able to make certain that the presenters had the skills that were valid for our professional development programs.

### *Induction Program*

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

- Inductees will complete the induction online course using Blackboard for new teachers.
- Inductees will watch several teacher videos of the district's online professional development library using the district's private podcasts.

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

All inductees and long-term substitutes are brought in before the start of the school year for an entire day to review the district's mission, demographics, district-wide initiatives, policies, instructional model, professional development and assessment calendar and review the crisis response plan. Throughout the school year, building principals and district office administrators meet with new inductees monthly to review the following items: SAS website, OnHand Schools Tools, instructional model, classroom management strategies and review taught curriculum and state standards. All inductees must take the mandatory courses at the Allegheny Intermediate Unit.

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

All strategies are covered in the District's induction program.

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.



- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

All inductees meet monthly with district and building administrators to review the research-based instructional model, review lesson plans, review student data and classroom management strategies. Each year, administrators review the induction program and get feedback from the inductees of how we can make the program better for new inductees for the following school year. The new inductees are given a survey at the end of the school to help critique the program and administrators and interns in the summer improve the induction program. All inductees create a portfolio for the first three years and administrators review the portfolio after each semester. All new inductees are formally observed four times a school year and at least five informal walkthroughs using the district's iPad walkthrough app. The new inductees are given a lot of feedback throughout the year to help them grow professionally.

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

All strategies are covered in the District's induction program.

### *Mentor Characteristics*

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

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

The building administrators know the mentors the best and have been through the interview process, therefore the building administrators pick the mentors for the new inductees. The building administrators will ensure the mentors and the inductees have a regularly scheduled meeting time throughout the school day. Mentors meet with the building and district administrators at the beginning of each school year to review their

responsibilities and answer any questions they have working with the inductees. Mentors are always within the same department for the inductees and mentors have accepted the additional responsibility to help the inductees and support them throughout the first year. We have found the relationship continues informally for additional years.

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

All strategies are covered in the District's induction program.

### *Induction Program Timeline*

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

If necessary, provide further explanation.

All inductees receive an inductee binder with resources, meeting dates, outline of each monthly meeting for the school year and examples of quality work. After several years of reviewing and revising the district's induction program, the new teachers finally feel this program has helped them through the first year and wouldn't change anything in the program. The district will continue to review and make any revisions according to the needs each school year.

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The district surveys the mentors and inductees twice throughout the school year to get feedback for the induction program. The district commits to have a strong induction program to help the inductees during their first year of teaching and mold the new inductees centered around the district's mission and expectations. The building administrators also monitor and evaluate the effectiveness of the induction program by conducting formal and informal observations of the new inductees. The building administrators provide a lot of feedback to revise the induction program every school year.

The district's induction program is working model with feedback from the inductees, mentors, building and district administrators.

### *Recording Process*

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

## **Special Education**

### *Special Education Students*

Total students identified: **398**

### *Identification Method*

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

The Elizabeth Forward School District continues to use the discrepancy model to identify students with specific learning disabilities. According to a student's cognitive abilities and intellectual development, as measured on the WJ-III Cog, and compared to their current academic achievement, as measured by the WJ-III ACH, students demonstrate a pattern of weaknesses in performance and achievement relative to their age.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The district is not experiencing large discrepancies between our district and state percentages in regards to enrollment. Our district is near state percentages in terms of overall special education enrollment, Autism, Emotional Disturbance, Deaf-Blindness, and Hearing Impairment including Deafness. The district is below the state percentage in the area of Intellectual Disability. This may be due to the comprehensive evaluations that our district conducts. Although some students may have the cognitive scores to qualify, the evaluation considers other information including adaptive skills, functional skills, and medical issues, which may cause a student not to qualify under the category of intellectual disability.

Another enrollment difference is apparent in the elevated level of students with an Other Health Impairment and a lower level of students with a Specific Learning Disability. When reviewing this area, it was determined that the district is receiving evidence of medical conditions, such as ADD, that is found to be more impactful educationally, across environments, versus a finding of a specific learning disability, which may only impact a certain content area. This would lead to more students being identified as OHI than students identified as SLD.

Finally, the district does have an elevated percentage in terms of student identified as Speech and Language Impaired. When looking at the reasons why this is occurring, it appears as if the district does a nice job of screening all students coming into kindergarten and potentially identifies more students with these needs that what occurs throughout the state. The district holds a number of transition activities for students enrolling in kindergarten. One of these activities is for each child to meet with a speech and language teacher and be pre-screened for potential speech concerns.

### *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?

For Children Institutions located within the Elizabeth Forward School District borders, the district acts as the host district and assumes all responsibility in terms of decisions regarding goals, programming, and educational placement of students. The district reviews the records of students to ensure that they receive FAPE and will work to reevaluate, when needed, to make sure that current data is available to make program decisions. The district does not report any barriers that limit its ability to meet its obligations under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

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

Currently, the district does not have any facilities that house incarcerated youth within its borders. The district does however, work to ensure that students, who are enrolled in our district, and are experiencing incarceration, needs are addressed. The district employs two social work certified individuals that work to provide services to students. Part of their responsibility is to address attendance as well as investigate situations in which students have been incarcerated and works with the probation officers, case managers, and others to ensure that the special education programs continue for those students and in turn provide FAPE. These individuals also work with the Special Education Liaison to determine the need for an evaluation for students, not currently identified as special ed, to determine if a school based disability exists and the need for special education services.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The district's philosophy is that special education students need to be in the regular education classroom with their peers while being exposed to the general education curriculum. Since the 2010-2011 school year, the district has been placing students in a co-taught setting at the middle and high school, while a more inclusive setting is the focus of the elementary schools. Because of this, the percentage of students currently spending 80% or more of their day in the regular education setting has risen above the state average. In addition to this, the number of students spending time in the regular classroom less than 40% of their day is at a level not reported on the State Performance Plan. This is due to the fact that the number is so low. This is evidence of our district's commitment to include all students to greatest extent possible and shows that our students, with the greatest needs, are spending time in the regular classroom with their same aged peers.

An area of the State Performance Plan that is of concern is the number of students placed outside the district. The district is reported to have 4% more students in outside placement than the state average. The district attributes this to a small number of students who require a more specialized setting such as the Children's Institute and the Pittsburgh School for the Blind. In these cases, the IEP team determined that, given the student's level of need, the district could not provide the services that the students require and that these placements were more appropriate. Without these students factored in, the district's percentages would be closer to the state average. In addition to that, the district is working with our outside placement providers to transition our students back to their regular schools, when the IEP team determines that the student's needs can be met at their home school. A number of students have returned to their home school in the past two years. To fully incorporate co-teaching/inclusive settings, the IEP teams consider a full range of supplementary supports and services when making placement decisions for students. These supplementary aides and services include program and curriculum modifications, FBA's and positive behavior supports, counseling as a related service, as well as the use of paraprofessionals to support students in these settings. These considerations occur in all programs at the Elizabeth Forward School District and are part of the IEP process. The staff utilizes the SAS toolkit to guide their decisions and placement begins within the regular education classrooms prior to a more restrictive environment is considered. To help our staff and students, the district has provided training within this area. We have contracted with the Watson Institute to provide consultation about students and strategies. We use PATTAN, the Allegheny Intermediate Unit, and other resources for additional trainings as well as giving the staff the ability to attend any trainings they wish to attend.

### *Behavior Support Services*

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

The district has a positive behavior support policy as well as a restraint policy. Each policy includes the required regulatory components. The district's policy/procedure specifically states that physical restraints may only be used as a crisis intervention when a student is a clear and present danger to oneself and/or others. District policy prohibits the use of prone restraints and district procedures do not permit the use of any floor restraints.

The district reports all of the required information to the RISC system and district staff are trained in using the system. In the event of a restraint, the district requires parent notification of the restraint within 24 hours. Included in that procedure is a cover letter that follows up with a parent phone call. IEP meetings are held and a plan for eliminating restraints are addressed. The parent has the option of waiving the IEP meeting.

For students that display behaviors that impede their learning or the learning of others, the district conducts functional behavior assessments and then develops positive behavior

support plans based on the findings of those assessments.

Finally, in both the elementary and secondary levels, each school building utilizes school wide positive behavior interventions and supports. Each school has developed their own system to provide these positive supports, but all three have created a tiered system of response for students. Included in these programs is the Olweus anti-bullying program and the RENEW program, which has shown positive results within our schools. The high school is working with the UPMC to further implement a school wide plan at their level.

Each year, the district provides training in the area of de-escalation to utilize strategies to meet the behavioral needs of our students.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The district has not experienced difficulties with placing students, finding programs for students, or providing special education services. In the event that this would occur, the district would seek the assistance of the Allegheny Intermediate Unit to help us correct the situation.

### *Strengths and Highlights*

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

The Elizabeth Forward School District is working diligently to create an environment that is inclusive and welcoming to all students. We are committed to having our students achieve and be successful beyond our school walls. Our program highlights include:

#### **Partners Physical Education**

- This high school program was developed to foster interactions between our high school life skills students and the other students within the school. The program has flourished and the students now feel as if they are an active member of the school and have developed friendships. The members of the class are involved in many different activities which include dances, field trips, and events that require the students to interact in a fun way.

#### **High School Life Skills**

- Our goal with this program is to work to make sure that students are prepared for adult

life after they leave our district. The district has remodeled the classroom to provide the opportunity for students to learn functional skills such as cooking and cleaning. The room is equipped with a full kitchen as well as a washer and dryer.

The district has also created a functional work lab within the school. The district purchased a PAES lab where students work on job skills and are assessed on those job skills. The district uses the data from these assessments to identify the strengths and weaknesses of our students as well as identifying possible post secondary goals for these students.

Another aspect of our Life Skills program is the cafe that is located in the high school media center. This is a fully functional cafe where coffee and snacks are served. The Life Skills students work the cafe and get the opportunity to practice the skills they have obtained through the PAES lab. The students prepare and serve food as well as work the cash register.

#### **Transition Coordinator**

- The district employs a full-time transition coordinator who provides support for students. This person assesses students, works to create transition plans for students, and provides students with community based instruction opportunities. Our transition coordinator also seeks out post secondary placements and programs for students to ensure that when they leave our district they have an opportunity for a successful adult life. The staff has been trained by the Allegheny Intermediate Unit in developing IEPs that are transition based and provide a strong plan for a student's future.

#### **PBIS/RENEW**

- The district currently utilizes Positive Behavior Interventions and Supports at all levels. At the high school, Staff is working to expand the program by strengthening the tier two interventions they have available for students. The staff is incorporating check-in and check-outs with students. All staff is being trained in this area. In addition to this, the high school has adopted RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work program). Six staff members from the high school have been trained and facilitate this structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavior challenges.

RENEW focuses on supporting each youth to design and pursue a plan for the transition from school to adult life. Data confirms RENEW has substantially increased the high school completion, employment, and post-secondary education participation rates among the most vulnerable youth. Model features of RENEW include: 1) self-determination, 2) personal futures planning, 3) strengths based approach, 4) individualized school-to-career planning, 5) building family and other natural and community supports, 6) wraparound and 7) systematic support and consultation.

#### **One to One Initiative-**

The district has incorporated a one to one initiative where each student receives an IPAD. Although this is not a special education specific program, it has benefitted the special education program greatly. The district has essentially given each student an assistive technology device. Students have the ability to use the IPAD for skill building using the ESPARK program. The ESPARK program assesses the student's needs, develops individual learning paths based on their academic levels, and provides the students the opportunity to



build on skill weaknesses. Students also use Bookshare along with the Read to Go app where their textbooks are digital and the app reads the text to the students. This has shown great results for students who have difficulty reading. All special education staff are trained in IPAD capabilities as well as the assessments used by ESPARK.

The strengths of our programs begin with the staff we have at Elizabeth Forward. First and foremost, our staff is highly qualified. All staff are certified in the area that they are providing direct instruction. When the staff is co-teaching, the district administration looks at the unique skills that the staff member offers as well as the additional certifications the staff has before placing that staff member in a general education class with a regular education teacher. Second, the goal of our district is to maintain a welcoming, working relationship with the parents of our district. Although we are not perfect, most if not all of our issues, concerns, and or complaints are able to be resolved in an amicable way with no further steps needed to be taken, such as mediation or due process.

# Assurances

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## Safe and Supportive Schools Assurances

*No policies or procedures have been identified.*

## Special Education Assurances

*No policies or procedures have been identified.*

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Wesley Spectrum K-9	Approved Private Schools	Mental Health/Special Education	3
Pressley Ridge	Approved Private Schools	Mental Health/Special Education	2
Western Pa School for the Blind	Approved Private Schools	Special Education	2
The Children's Institute	Approved Private Schools	Special Education	3
The Pathfinder School	Special Education Centers	Special Education	1
Wesley Spectrum High School	Special Education Centers	Mental Health/Special Education	4
NHS Autism School	Other	Special Education	2
Tillotson	Approved Private Schools	Special Education	3
PACE	Approved Private Schools	Special Education	1
WISCA	Other	Special Education	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

**PROGRAM DETAILS***Type:* Class*Implementation Date:* May 1, 2015*Reason for the proposed change:* Better use of staff with the number of students in the program.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Elementary AK	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	4	0.5
Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Central Elementary AK	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	5	0.25

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Elementary CB	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Central Elementary CB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	25	0.5

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Elementary KB	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 8	16	0.8
Central Elementary KB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	8 to 11	2	0.1
Central Elementary KB	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	8 to 11	1	0.1

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Greenock Elementary RR	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	20	1

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Vernon Elementary RM	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.5
Mount Vernon Elementary RM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	25	0.5

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
William Penn Elementary SG	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
William Penn Elementary SG	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	25	0.5

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
William Penn Elementary KR	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	16	0.8
William Penn Elementary KR	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	10	0.2

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF Middle School GS	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than	Life Skills Support	12 to 14	20	1

		programs are operated	20%)				
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**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF Middle School TC	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.25
EF Middle School TC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5
EF Middle School TC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	5	0.25

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF Middle School NG	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5
EF Middle School NG	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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EF Middle School DH	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5
EF Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF Middle School RC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5
EF Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF Middle School MD	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5
EF Middle School MD	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF High School PR	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.25
EF High School PR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	25	0.5
EF High School PR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	12	0.25

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF High School DK	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	25	0.5
EF High School DK	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
EF High School DK	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	12	0.25

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
EF High School PZ	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	25	0.5
EF High School PZ	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.25
EF High School PZ	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	12	0.25

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF High School LG	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	25	0.5
EF High School LG	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.25
EF High School LG	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	12	0.25

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF High School MB	A Senior	A building in	Itinerant	Learning	16 to	25	0.5

	High School Building	which General Education programs are operated		Support	19		
EF High School MB	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.25
EF High School MB	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	12	0.25

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF High School NC	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	19 to 21	10	0.5
EF High School NC	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	10	0.5

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF High School DP	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25
EF High School DP	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	12	0.25

EF High School DP	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	25	0.5
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**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Vernon and William Penn	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1

Justification: Teacher has different levels on her roster but does not go above age range when working with students in a classroom.

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central and Greenock	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1

Justification: Teacher has different levels on her roster but does not go above age range when working with students in a classroom.

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF Middle and High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 18	65	1

Justification: Teacher has different levels on his roster but does not go above age range when working with

students in a classroom.

#### Program Position #24

*Operator:* Intermediate Unit

##### PROGRAM DETAILS

*Type:*

*Implementation Date:*

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Vernon	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 11	20	1

#### Program Position #25

*Operator:* Intermediate Unit

##### PROGRAM DETAILS

*Type:*

*Implementation Date:*

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EF High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 18	20	1

#### Program Position #26

*Operator:* Intermediate Unit

##### PROGRAM DETAILS

*Type:*

*Implementation Date:*

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Hearing	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 8	20	0.5
Middle School Hearing	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 14	20	0.5

#### Program Position #27

*Operator:* School District

##### PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2014

Average square feet in regular classrooms: 750 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
William Penn Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.5
William Penn Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.5

#### Program Position #28

Operator: School District

#### PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2014

Average square feet in regular classrooms: 750 sq. ft.

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mount Vernon Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.5
Mount Vernon Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.5

### Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Liaison	District Office	1
School Psychologist	District Office	1
Elementary School Social Worker	District Elementary Schools	1

Speech/Language Clinician	Central/Greenock	1
Speech/Language Clinician	MS/HS/ Central Elementary	1
Speech/Language Clinician	William Penn Elementary/ Mount Vernon Elementary	1
Paraeducator	Elizabeth Forward High School	4
Paraeducator	Elizabeth Forward Middle School	5
Paraeducator	William Penn Elementary	2
Paraeducator	Mount Vernon Elementary	1
Paraeducator	Central Elementary	6

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Teacher of Students with Visual Impairments	Intermediate Unit	3 Days
Teacher of Students with Visual Impairments	Intermediate Unit	3 Days
Hearing Support Teacher	Intermediate Unit	3 Days
Occupational Therapist	Intermediate Unit	2 Days
Occupational Therapist	Intermediate Unit	2 Days
Physical Therapist	Intermediate Unit	3 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:

The Elizabeth Forward High School continues to struggle with meeting the needs of economically disadvantage student population. The Elizabeth Forward High School continues to recognize this subgroup needs outside services and we have added social services to the school to help these children. There is a need for funding to help these students to be successful.

## District Accomplishments

### Accomplishment #1:

The following are the Elizabeth Forward School District's Accomplishments.

1. K-8 Implementation of the Olweus Bullying Program
2. Implementation of Positive Behavior Support Program at the high school is planned and being implemented.
3. Added an intervention specialist to assist students how are having difficulty in school.
4. Implemented a new life skills classroom at high school and middle school
5. Created a PAES Lab for life skills students at high school
6. Created a partner PE program at high school, where regular education students take physical education with the life skills students.
7. Middle School was recently received notification as winner of the " Schools to Watch" Award for 2013.
8. Implemented a Gaming Academy at the high school where students take courses in game and application creation.

9. Renovated the high school library into a Media Center.
10. Elementary and Middle School made AYP and continue to show growth in all assessment areas.
11. Installation of a SMALLab in the middle school, This is simulated learning environment for learning. There are only 6 SMALLabs in the country.

## District Concerns

### Concern #1:

The following are some concerns for the district

1. How the implementation of the Keystone exams will impact the graduation rate of the students.
2. The cost to remediate students who fail the Keystones will impact the overall budget.
3. Continue lack of state funding for public education will hurt the overall programs of small districts like Elizabeth Forward.
4. The impact on the budget from students who attend charter schools.
5. How to provide quality education to all students with a declining student population and decreased state and federal resources.

### Concern #2:

The district needs to add programming for Career and work programs at the elementary level.

## Prioritized Systemic Challenges

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



**Aligned Concerns:**

The following are some concerns for the district

1. How the implementation of the Keystone exams will impact the graduation rate of the students.
2. The cost to remediate students who fail the Keystones will impact the overall budget.
3. Continue lack of state funding for public education will hurt the overall programs of small districts like Elizabeth Forward.
4. The impact on the budget from students who attend charter schools.
5. How to provide quality education to all students with a declining student population and decreased state and federal resources.

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The district needs to add programming for Career and work programs at the elementary level.

**Systemic Challenge #2** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

The following are some concerns for the district

1. How the implementation of the Keystone exams will impact the graduation rate of the students.
2. The cost to remediate students who fail the Keystones will impact the overall budget.
3. Continue lack of state funding for public education will hurt the overall programs of small districts like Elizabeth Forward.
4. The impact on the budget from students who attend charter schools.
5. How to provide quality education to all students with a declining student population and decreased state and federal resources.

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The district needs to add programming for Career and work programs at the elementary level.

# District Level Plan

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## Action Plans

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

### Related Challenges:

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

### Indicators of Effectiveness:

Type: Annual

Data Source: District uses Edinsight a data warehousing tool that enables the staff to view student performance data from various assessment tools.

Specific Targets: There will be fewer at risk students who perform below standards on state and district assessments.

### Strategies:

#### *Positive Behavior Support*

**Description:** “Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.” (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source:

<http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) )

**SAS Alignment:** Safe and Supportive Schools

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

#### ***Determine the Most Effective Interventions and Create an Intervention Map for At-Risk Students***

##### **Description:**

Bring the Reading Intervention team together monthly to review and revise current interventions. Then create an intervention map that will help create the Individual plans for the at-risk students.

**Start Date:** 1/2/2013      **End Date:** 6/28/2013

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

##### **Supported Strategies:**

- Positive Behavior Support

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

##### **Related Challenges:**

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

##### **Indicators of Effectiveness:**

Type: Annual

Data Source: Progress Reports and Grades

Specific Targets: Fewer at-risk students each 9-weeks.

Type: Annual

Data Source: EdInsight Data Tool

Specific Targets: Students will be assigned to specific intervention groups and we will see an increase in student performance in 4-Sights, DORA Reading Assessment, DIBELS and our locally-designed assessments.

### ***Strategies:***

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

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

**SAS Alignment:** Assessment, Instruction

#### ***Dropout Prevention Expansion***

**Description:** WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dp\\_pg\\_090308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) ) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate.,” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: <http://www.dropoutprevention.org/effective-strategies> and [http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL\\_2011103.pdf](http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf) )

**SAS Alignment:** Safe and Supportive Schools

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

#### ***Determine the Most Effective Interventions and Create an Intervention Map for At-Risk Students***

**Description:**

Bring English and Mathematics High School teachers together to review and revise current interventions. Then create an intervention map that will help create the Individual plans for the at-risk students.

**Start Date:** 1/2/2013      **End Date:** 11/20/2013

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion

*Academic Parent Meetings -- At-Risk Students*

**Description:**

9th Graders -- During the monthly 9th Grade Academy meetings, teachers administrators and guidance counselors will identify the most at-risk students and reach out to the parents for scheduled meeting to discuss interventions to help the student succeed.

10th, 11th and 12th Graders -- After each 9-weeks, the guidance counselors will work with the teachers and the administrators to determine the at-risk students and schedule parent meetings with all of the student's teachers to discuss interventions to help the student succeed. The team will review all of the student's data using the OnHand Schools data warehouse.

Special Education Students -- Any special education student who is identified as an at-risk student, the IEP team will open the student's IEP and review and revise as needed.

**Start Date:** 1/21/2013      **End Date:** 6/7/2013

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

**Supported Strategies:**

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

- Dropout Prevention Expansion