Albert Gallatin Area SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

2625 Morgantown Rd
Uniontown, PA 15401
(724)564-7190
Superintendent: Carl Bezjak
Assistant Superintendent: Beth Hutson
Director of Special Education: Sheri Dunham

Planning Process

The LEA solicited the voluntary participation of representatives from key stakeholder groups, including students, parents, staff, teachers, district administrators, principals, school board members, postsecondary partners, representatives from local businesses, and community members. This was accomplished by extending invitations to existing educational advisory group members (e.g., School Improvement Grant Advisory Council, Title I Parent Advisory Council, and Comprehensive Guidance Plan Advisory Committee) and by notifying stakeholder groups of the opportunity to participate via the district website and public announcements. It was advantageous to include standing committee and council members, as they were well informed of the district's priorities and long-range aspirations and had participated in the planning and execution of current school and district improvement initiatives.

Critical to the development of a sustainable comprehensive plan is the alignment of the **District Comprehensive Plan** with both the **Budget** and the **Collective Bargaining Agreements** for the Albert Gallatin Education Association (AGEA) and the Service Employees International Union (SEIU). Hence, it was imperative to ensure the active participation of the business manager and union leadership team representatives in the planning process. As the analogy goes, the educational system can be likened to a stool in that it must have a sturdy structural foundation. If one of the three legs is missing, too short, or misaligned, the balance, durability, and function are compromised. Our goal was to craft a comprehensive, sustainable plan that: 1) reflects the priorities and addresses the concerns of the educational community at large; 2) utilizes a variety data and resources to identify and address short-term and long-range systemic needs; 3) articulates a graduated course of action for establishing a school system that optimizes student success; and 4) clearly identifies the timeline and individuals responsible for executing and evaluating the efficacy of each action step.

In addition to conducting multiple small group work sessions tailored to specific stakeholder groups, four district level planning team sessions were held in the Summer and Fall of 2014. During the initial meeting, an overview of the Comprehensive Planning process was conducted, and the purpose and scope of work were communicated. Differences and similarities between the new process and the former strategic planning process were discussed. Team members engaged in a self-assessment activity through which

they collaboratively evaluated how the district measured up against nine characteristics of high performing educational systems. Stakeholders also took part in a series of activities designed to identify the district's institutional values and to draft the district's mission and vision statements. Also, a timeline for the development of the District Comprehensive Plan was presented, and methods for soliciting the perceptions and priorities of each stakeholder group were devised.

The second planning session was dedicated to refining the district's institutional value statements, mission statement, and vision statement, as well as to data analysis activities. Team members collaboratively analyzed quantitative data sets relative to school performance profile criteria, PSSA/Keystone performance, special education prevalence and services, and school safety. Stakeholders formulated reflective statements regarding patterns of interest and perceived strengths/challenges identified in the data.

During the third planning session, stakeholders shared reflective data statements relative to student performance/growth, school performance profile criteria, special education, and school safety. They also analyzed core foundation ratings, perceptual data pertinent to 21st Century readiness, and technology infrastructure ratings, and then formulated additional data statements. Lastly, planning team members participated in diagnostic system analysis activities that focused on academic achievement systems; safe and supportive programs/facilities; and, human/fiscal resource development/allocation/stewardship. From these activities, systemic challenges were identified.

The fourth planning session was dedicated to action planning, which included the development of S.M.A.R.T. goal statements; the identification of indicators of effectiveness; the formulation of strategies; and, the development of action steps. Relevant professional development needs were also identified. The plan was then made available for a 28-day public inspection and comment period prior to being submitted to the Board of Directors for formal district level approval. Finally, the plan was submitted to the Pennsylvania Department of Education.

Mission Statement

The mission of the Albert Gallatin Area School District is to partner with families and the community to inspire and support each student in reaching his/her optimal best by creating a safe and respectful environment that fosters academic success, social development, and lifelong learning.

Vision Statement

The Albert Gallatin Area School District is a place of excellence where students feel safe and reach their optimal potential in academic, creative, personal, physical, moral, and spiritual areas of development.

Shared Values

The Albert Gallatin Educational Community believes that...

- We exist to serve our students.

- All decision-making should be based on the well-being of students, our greatest priority.

- Each individual is unique; therefore, it is important to remove any barriers that encumber the learning process.

- Internal and external communication amongst stakeholders is vital to the educational process.

- Each individual is entitled to an education that complements his/her learning needs/style and optimizes learning and growth.

- The education of our youth is a shared responsibility among families, school, and the community.

- The support and respect of all stakeholder groups (e.g. families, school, community) is of paramount importance

- Every individual has worth and deserves to be treated in ways that preserve dignity, foster respect, and inspire pride.

- To effectively combat bullying, the educational community must consistently and strategically demonstrate a "no tolerance" approach.

- Communities that invest in their youth invest in the community's future.

Educational Community

The Albert Gallatin Area School District is located in southwestern Pennsylvania. It spans 142 square miles of rural territory and encompasses four boroughs and four townships. The LEA employs 283 teachers and serves 3,521 students in its six elementary schools, two middle schools, and one high school.

The district has a low percentage (.06%) of English Language Learners. A majority of the LEA's student population is Caucasian (92.81%); however, the district also serves a small proportion of Black (4.03%), Multi-Racial (2.1%), Hispanic (.74%), Asian (.11%), American Indian/Alaskan Native (.03%), and Native Hawaiian (.17%) students. More than 61% of the district's student population is economically

disadvantaged. The percentage of economically disadvantaged students ranges from 55-80% across elementary buildings, and from 56-67% across secondary schools. The district has an attendance rate of 93% and a mean graduation rate of 83%. The portion of the population who receives special education services comprises nearly 18% of the total student population.

The Albert Gallatin Area School District is located in Fayette County, where approximately 76% of the adult population graduates from high school (US Census Bureau, 2009). The main industry is retail trade, and the median household income is $34,050. Fayette County has had a 4.1% decline in its population from 2000 to 2009. According to the Pennsylvania Early Learning Reach and Risk Assessment (2009-2010), children from Fayette County are at high risk of school failure. Of the 7,440 birth to age 5 children living in the county, 33.6% participate in publicly funded quality early education programs. The percentage of children living in economically at-risk families (76%) far exceeds the state percentage (58%).

Of the area occupations for which there are fifty or more annual openings, 75% require no formal education—only on the job training. However, the entry wage for these positions is low ($22,273 on average). The High Priority Occupation report for the Westmoreland-Fayette Workforce Investment Areas suggests a shift in the education/training requirements for upcoming occupations. Of the occupations projected to increase by 25% or more, 41% require a bachelor's degree or higher. But, the US Census Bureau (2009) reports that only 11.5% of Fayette County residents attain this level of education. In order to enhance economic prosperity in the region, school districts will need to ensure preparedness for the types of occupations available in the area.

Planning Committee

Name	Role
Diana Black	Elementary School Teacher - Special Education
Chris Bolin	Instructional Technology Director/Specialist
Joetta Britvich	Administrator
Bethany Chicarelli	Middle School Teacher - Regular Education
Zach Dillow	Administrator
Sheri Dunham	Special Education Director/Specialist
David Dunham	Parent
Christine Eckert	Parent
Lisa Haught	Administrator
Tricia Homonai	Business Representative
Beth Hutson	Administrator
Heather Jacobson	Parent
Kevin Jones	Middle School Teacher - Regular Education
Gina Kefover	Parent
Jennifer Kopas	Elementary School Teacher - Regular Education

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Beth Hutson	Administrator
Heather Jacobson	Parent
Kevin Jones	Middle School Teacher - Regular Education
Gina Kefover	Parent
Jennifer Kopas	Elementary School Teacher - Regular Education

Shannon Leskinen	Parent
Alma Maceiko	Parent
Jeffrey Myers	Board Member
Christopher Pegg	Administrator
Jared Plisko	Secondary School Teacher - Special Education
Iolanda Policicchio	Middle School Teacher - Regular Education
Judith Psenicska	Community Representative
Jennifer Radosevich	Parent
Renee Rosie	Administrator
Mary Ann Rush	Elementary School Teacher - Regular Education
Megan Smiley	Secondary School Teacher - Special Education
Rose Smochinsky	Community Representative
Randy Wilson	Administrator
Eric Witt	Administrator
Stephanie Zolbrod	Ed Specialist - Other

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The Social Studies curriculum will be audited for alignment with relevant standards, revised as warranted, and mapped by quarter in the 2014-15 school year.
Although teachers of students with severe cognitive disabilities have used the PA Academic Standards as a reference in developing individualized education programs, they are just beginning to link individualized program goals with the Alternate Academic Standards for Reading and Math.

Elementary Education-Intermediate Level

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

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

The Social Studies curriculum will be audited for alignment with relevant standards, revised as warranted, and mapped by quarter in the 2014-15 school year.
Although teachers of students with severe cognitive disabilities have used the PA Academic Standards as a reference in developing individualized education programs, they are just beginning to link individualized program goals with the Alternate Academic Standards for Reading and Math.

Middle Level

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

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

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

The Social Studies curriculum will be audited for alignment with relevant standards, revised as warranted, and mapped by quarter in the 2014-15 school year.
Although teachers of students with severe cognitive disabilities have used the PA Academic Standards as a reference in developing individualized education programs, they are just beginning to link individualized program goals with the Alternate Academic Standards for Reading and Math.
We no longer have a foreign language course at the middle school level; however, world cultures are addressed through Social Studies classes.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs	Needs

	Improvement	Improvement
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

The Social Studies curriculum will be audited for alignment with relevant standards, revised as warranted, and mapped by quarter in the 2014-15 school year.
Although teachers of students with severe cognitive disabilities have used the PA Academic Standards as a reference in developing individualized education programs, they are just beginning to link individualized program goals with the Alternate Academic Standards for Reading and Math.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The LEA's curriculum mapping template accounts for content objectives, linkages to pertinent standards, anticipated time requirements, recommended learning activities, suggested instructional resources, and formative/summative assessment measures. We need to revisit and elaborate upon assessment methods.

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

n/a

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.	Developing

Processes used to ensure Accomplishment:

The LEA's curriculum mapping template accounts for content objectives, linkages to pertinent standards, anticipated time requirements, recommended learning activities, suggested instructional resources, and formative/summative assessment measures. We need to revisit and elaborate upon assessment methods.

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

n/a

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.	Developing

Processes used to ensure Accomplishment:

The LEA's curriculum mapping template accounts for content objectives, linkages to pertinent standards, anticipated time requirements, recommended learning activities, suggested instructional resources, and formative/summative assessment measures. We need to revisit and elaborate upon assessment methods.

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

n/a

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
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Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

n/a

Modification and Accommodations

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

The Albert Gallatin Area School District offers a full continuum of services for students who have disabilities. IEP teams make determinations about educational programming with the goal of educating students who have disabilities with non-disabled peers in the least restrictive, most appropriate environment. Adaptations, accommodations, modifications, supplemental services, and assistive devices are utilized as needed to enable students with disabilities to access the general education curriculum and succeed in the least restrictive environment. Differentiation and co-teaching practices are employed throughout the district. General and special education teachers in co-teaching partnerships plan and deliver instruction in tandem. The district uses an alternate lesson planning template (lesson plan addendum) for special education co-teachers to plan supportive strategies, adaptations, accommodations, and/or modifications that will enable success in general education classrooms with rigorous, standards-aligned curricula.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators
- Building Supervisors
- Instructional Coaches

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

The LEA utilizes informal walkthroughs, lesson plan quality reviews, conferences with individual teachers, department meetings, and the formal observation process delineated in the educator effectiveness administrative manual to ensure standards aligned instruction and consistency between classrooms, grades, subjects, and programs. Key to guaranteeing quality lesson planning and high impact instructional delivery is the district's steadfast adherence to well-established performance expectations. For the past two years, the LEA has aligned professional development trainings with supervisory practices. Firm and consistent expectations for planning, instructional delivery, and formative assessment/feedback were established with a high level of clarity through large and small group training sessions, as well as through job-embedded instructional coaching. In particular, professional development and supervisory practices targeted: 1) Effective Instructional Design and Delivery; 2) Formative Assessment and Feedback in Teaching-Learning Exchanges; and, 3) Cognitive Engagement. Additionally, a STEM education coach reinforced the foci of professional development efforts and worked with Science, Math, and Technology Education teachers on high impact strategies, curriculum alignment, and the identification of effective instructional resources. Finally, two Deans of Teaching and Learning conducted in depth lesson plan review sessions and targeted walkthrough evaluations on a frequent basis, conferencing with individual teachers regularly.

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

The district does not appoint K-12 Department Supervisors; however, there are specific administrators assigned to oversee the English, Math, and Science departments at the high school level. It would greatly benefit the district to institute K-12 Department Supervisors, who could work on the enhancement of content specific instruction; deepen teachers' content knowledge; and ensure both horizontal and vertical alignment of curriculum and instructional resources.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

A comprehensive, multi-tiered approach to identifying and assisting struggling learners with academics and/or behavior is in place across elementary schools at the primary level.

Elementary Education-Intermediate Level

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

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

A comprehensive, multi-tiered approach to identifying and assisting struggling learners with academics and/or behavior is in place at the intermediate level in one of six elementary schools. Curricular and instructional differentiation is utilized as needed across elementary schools.

Middle Level

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

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

Advanced level courses are available to middle school students. Structured grouping practices occur based on readiness for the rigor of the curriculum A seminar period is utilized to optimize student potential through intervention and/or enrichment activities that are tailored to students' individual interests and/or academic needs.

High School Level

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

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

High school students are afforded opportunities to complete high school graduation credit requirements online, onsite, or using a combination approach. The high school offers an array of traditional, honors, and advanced level courses. Differentiated instruction is utilized as needed on a daily basis to meet students' needs, and three in-house certified tutors provide reinforcement or remedial instruction as needed using a variety of approaches--by pushing in to general education classes, by filling in for the general education teacher while he/she provides remedial instruction, or by utilizing the academic excellence lab.

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 Albert Gallatin Area School District posts vacancies internally, as per the Collective Bargaining Agreement. In instances where a vacancy remains following the internal positing, a variety of means are utilized to recruit suitable candidates. The LEA advertises in local and regional newspapers, consults with administrators in other districts, and appeals to higher education faculty to inquire about qualified graduates or graduate level students. The district also utilizes PAEducator.net to search for desirable candidates. The interview team, comprised of building/district administrators and school board directors, screens candidates' applications and schedules first round interviews with promising applicants. In depth interviews are conducted with candidates whose qualifications, communicative competence, professional skills, and experiences match what is desired in a candidate. In cases where an extensive search produces no results, the superintendent may exercise his right to involuntarily transfer a highly qualified, effective teacher to a high priority assignment.

At the building level, the principal is afforded a high level of flexibility in determining instructional assignments. Teachers' strengths, areas of certification, and students' needs are given careful consideration when making assignments.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	28.00	28.00	28.00	28.00	28.00	28.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	4.00	4.00	4.00	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00	2.00	2.00	2.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00	4.00	4.00	4.00
Electives	5.00	5.00	5.00	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Writing
- Local Assessments aligned with State Standards

Mathematics
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Mathematics
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Science & Technology
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Environment & Ecology
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

American History, Civics/Government, or World History
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA Exams		X	X	
Keystone Exams			X	X

Advanced Placement Tests				
Curriculum Based Common Assessments				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next	X			
GMADE	X			
4Sight		X	X	
Study Island Benchmark Exams			X	X
Keystone Benchmark Exams (On Hand Schools)				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Quarterly Writing Prompts	X	X	X	
Teacher Created Formative Checks for Understanding	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS Next	X			
GMADE	X			
Really Great Reading	X	X		
Quick Phonics Screener	X			
ALEKS				X
Curriculum Based Diagnostic Assessments	X	X	X	X
Study Island Adaptive Instructional Program		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

External educational consultants worked with middle level and high school teachers to develop and vet common assessments containing items that solicited thought at Levels 1, 2, and 3 of Webb's Depth of Knowledge Guide. Also, an external English Language Arts consultant worked with teachers in grades K-8 to develop and vet quarterly writing prompts that were reflective of PA Core ELA expectations. The district's STEM Coach and consultants from the Intermediate Unit 1 worked with Science, Math, and Technology Education teachers to align assessments with applicable Academic and PA Core standards.

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.

n/a

Collection and Dissemination

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

The LEA utilizes the EdInsight Data Window tool, which provides teachers and administrators real-time data in an easy to understand format without the need to write complex queries. A multitude of data types (e.g., demographic, achievement, benchmark, diagnostic, course grades, behavior infractions, attendance) is automatically imported from numerous data systems on a daily basis. Easy access to current data under a single login expedites the data gathering process and enables teachers and administrators the ability to generate graphs and formulate specialized reports to inform professional decision-making. Teams dedicated to personalizing instruction, identifying curricular needs, and tracking trends in academic, behavioral and demographic data can efficiently detect patterns of interest and craft responsive action plans.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

At all levels of the school system, data from summative, diagnostic, benchmark, and formative assessment tools is examined on a regular basis to identify students who demonstrate a need for academic support. Instructional acceleration, reinforcement, and remediation are delivered to students through a tiered enrichment and intervention system. Students who are progressing at optimal rates and/or demonstrate the need for instructional acceleration or enrichment are provided responsive learning experiences. Instructional reinforcement is provided to students who demonstrate a readiness for learning, but require extra practice to progress at an optimal

rate. Remedial interventions target skill sets and content which data suggests have not been mastered by struggling students. Progress monitoring is utilized to track students' mastery of content, proficiency with skills, and the efficacy of interventions.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Data informed differentiation is utilized at all grade levels to individualize instruction in accordance with students' unique needs. The EdInsight Data Window tool enables teachers to generate performance reports by assessment anchor and to provide targeted instruction. The efficacy of interventions is tracked through progress monitoring techniques, and adjustments are made accordingly. Also, through the curriculum mapping process, teachers identify instructional strategies that they have found to be effective with specific standards-aligned learning objectives.

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

n/a

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites		X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases		X	X	X
School Calendar	X	X	X	X
Student Handbook			X	X

Provide brief explanation of the process for incorporating selected strategies.

The Albert Gallatin Area School District strategically disseminates information to the educational community in ways that reach stakeholders with and without access to electronic means of communication. Individual student performance reports are mailed to parents or sent home in family-school communication folders, depending on the level of school. Parent conferences and progress/deficiency reports are utilized to communicate individual students' academic progress, strengths, and needs. Email, telephone, text message, and social media correspondence is used to provide reminders related to testing as well as to keep parents abreast of important information, occurrences, and the district's action in response to crisis situations. District and school websites, newsletters, calendars, and handbooks also serve as important vehicles for communicating information relevant to summative assessment schedules and preparations, as well as student, school, and district performance results. Performance results are also communicated to stakeholders via presentations at school board meetings, advisory councils, and through the local media.

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

The LEA is able to successfully reach all members of the educational community using the communication means described above.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

Every elementary school in the district utilizes the comprehensive school improvement planning process to address site-based challenges derived from longitudinal trends in performance, behavior, and demographic data. Responsive supports are provided as warranted by site-based analyses. Currently, five of six elementary schools offer tutoring services to students during the school day via a partnership with Connecting to Classrooms. The district's lowest performing

elementary school is afforded the most extensive assistance. Based on students' profound needs for academic and affective supports, Masontown Elementary employs the services of a school counselor, social worker, and literacy specialist assigned exclusively to the building. A cultural competence consultant is also utilized to diffuse diversity related crisis situations and to provide training on effective interaction techniques and behavior management.

Parent and community outreach efforts abound, along with initiatives designed to link families with social service agencies. The school offers an evening series of programs that equip participants with strategies for developing early literacy skills, supporting reading instruction, and dealing with challenging behaviors at home. Childcare and meals are provided, which greatly enhances participation. The school has also instituted programs that solicit the involvement of parents during the school day, such as "Learn with Me Lunch" and "It's Great to be Grand." Another family support initiative in the works involves housing a Center for Adult Success on school grounds, where parents and community members can partake in a GED program, receive resume building assistance, learn about long-range planning, and connect with social support services.

Middle level educators, counselors, and administrators piloted the Early Warning Dashboard Initiative to identify students at risk of dropping out and to build a repertoire of responsive interventions designed to combat risk factors. The Early Warning System is utilized to "flag" students that are in trouble and to intervene in a timely manner. Eighth graders who are deemed to be at risk of dropping out are invited to participate in the Summer with Albert Gallatin (S.W.A.G.) program, a summer program designed to foster resilience, cultivate responsibility, and develop relationship building skills for students at high risk of school failure or drop out.

The district has several programs in place to ease transition. Step Up Day is an activity designed foster student success for fifth graders transitioning to middle school and eighth graders transitioning to high school. Students and their parents are invited in prior to the first day of school to meet the principal(s), faculty, and other school personnel; to become acclimated to the layout of the new school via a scavenger hunt; and, to run through their schedules on a day when the building is relatively empty and advisors are on hand to answer questions. A College and Career Transition Coordinator works with middle and high school students on career planning; provides guidance to students and parents on financial aid options; coordinates work-based learning opportunities; and, assists students in developing education plans that include consideration of postsecondary education, apprenticeships, training schools, etc.

High school students who are at risk of failure or in need of additional academic or behavioral supports have a variety of options from which to choose. Three full time tutors staff an Academic Excellence Lab, where students can receive reinforcement and remedial instruction. All tutors hold instructional certification. At times, the tutors "push in" to general education classrooms to support students. Other times, they pull students out to the Academic Excellence Lab or fill in for the general education teacher as he/she provides remedial instruction. Students also have the option to enroll in Restart, Reset, and Recovery courses. A behavior support therapist resides in the Positive Behavior Support room. Her role is to provide therapeutic behavior support services and to ensure that students who would otherwise be suspended at

home stay on track academically. We have seen a steep decline in behavioral infractions since the institution of the Positive Behavior Support Program. Lastly, every building has a fully operational Student Assistance Program, dedicated to helping students overcome barriers to learning in order that they may remain in school, achieve success, and advance at an optimal rate.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs		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:

While the LEA does not have school resource officers in place, it does employ school police who serve the entire district and school security guards who are assigned to both middle schools and the high school. School police officers have the authority to arrest and enforce the law. The district is working on a schedule to have school police make regular visitations to its six elementary schools. The LEA is also examining the possibility of hiring three additional school police officers.

Identifying and Programming for Gifted Students

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

Process for Teacher/Staff Initiated Referral

1. Principal or Counselor is approached by teacher regarding the beginning of the multi-disciplinary team process.

2. Counselor has "Request for Academic/Behavioral Assistance Packet" filled out.

3. Principal or designee mails Parent Rating Scale to student's parent or guardian.

4. Referring teacher gives "Teacher Questionnaire/Itinerant Teacher Questionnaire" and fills out "Gifted Rating Scale" and respective questionnaire to the school nurse.

5. Counselor completes "Counselor Questionnaire."

6. Counselor completes K-Bit2 and standardized achievement test (WRAT-4).

7. Counselor collects completed packet, making sure that all information (questionnaires, rating scales, student's grades, achievement test results), is included.

8. Screening Team (principal, psychologist, counselor, and referring teacher (when appropriate) reviews referral and "Screening Matrix" to determine whether or not the student meets the criteria for a psychological evaluation.

9. If the referred student does not meet the criteria to be referred for a psychological evaluation, principal or counselor notifies the parent of the results.

10. If student meets screening criteria or parent requests process to continue, the COMPLETED PACKET is then sent to the Business Office to the Director of Special Education and "Permission to Evaluate", "Parent Questionnaires", and "Procedural Safeguards" are sent to student's parent or guardian. The completed "Parent Permission" and "Parent Questionnaire" are then returned to the Director of Special Education.

11. The Director of Special Education will put the parental input together with the school information to form the packet, which is then sent to the psychologists. Psychological evaluation data will be recognized for two years.

    ** If student is receiving any special education services (i.e. Speech, Hearing, Etc.), then Chapter 14 Regulations take precedence.

Process for Parent Initiated Referral

1. Principal or counselor is approached by parent regarding the beginning of the multi-disciplinary team process.

2. Principal or his designee explains the MDE process and "Screening Matrix" to parent. Also, principal or his designee mails/gives Parent Rating Scale to student's parent or guardian.

3.	Counselor gives "Teacher Questionnaire/Itinerant Teacher Questionnaire" and "Gifted Rating Scale" to student's teacher(s) and respective questionnaire to the school nurse to be filled out within 5 days.

4.	Counselor completes "Counselor Questionnaire" within 5 days.

5.	Counselor completes K-Bit-2 and standardized achievement test (WRAT-4) within 5 days.

6.	Counselor collects completed questionnaires from school nurse and teachers (regular education and itinerants) making sure that all information (questionnaires, rating scales, student's grades, achievement test results, rate of acquisition and rate of retention) is included.

7.	Screening Team [principal, psychologist, counselor, and referring teacher (when appropriate)] reviews referral and "Screening Matrix" to determine whether or not the student meets the criteria for a psychological evaluation.

8.	If student does not meet the screening criteria, principal or his designee notifies parent of screening results. Parent will either choose to continue with the evaluation (in which case refer to # 9) or to submit in writing their decision to discontinue the process.

9.	If student meets screening criteria or parent requests process to continue, the COMPLETED PACKET is then sent to the Business Office to the Director of Special Education and "Permission to Evaluate", "Parent Questionnaire", and "Procedural Safeguards" are sent to student's parent or guardian. The completed "Parent Permission" and "Parent Questionnaire" are then returned to the Director of Special Education. Parent "Permission to Evaluate" must be sent within 10 days of written request.

10.	The Director of Special Education will put the parental input together with the school information to form the packet, which is then sent to the psychologists. (Psychological evaluation data will be recognized for two years.)

Gifted Program Criteria

Full Scale IQ or GAI = 125+
AND
Individual Achievement Test Standard Score
(Word Reading or Math Reasoning) = 115+
AND
Demonstrates the need for specially designed, differentiated instruction and / or services beyond those normally provided in the general classroom.

Gifted Program Delivery Options

In compliance with Chapter 16 regulations, the LEA's gifted program is designed to provide specially designed instruction and learning experiences that address gifted learners' needs for acceleration, enrichment, or both. Gifted individualized education plans serve a compensatory purpose and are designed to provide students with learning experiences and opportunities that the general education program lacks the capacity to afford.

At the elementary level, the pull-out model is predominately utilized to deliver gifted education services. Some push in instruction occurs to support students in the general education classroom. Also, students who demonstrate the need for accelerated coursework are either enrolled in advanced level courses or utilize a compacted curriculum.

At the middle school level, the gifted education instructor provides consultative services to general education teachers on high impact strategies that can be used to meet the needs of gifted learners in the general education environment. The pull-out model and accelerated course options are used to deliver compensatory instruction. Students who demonstrate the need for accelerated courses beyond those offered at the middle school level are transported to the high school for a portion of the day. In some cases, a high school instructor travels to the middle schools to deliver high school courses.

At the high school level, gifted students work under the direction of a gifted support advisor on independent study projects or to access and progress through accelerated courses. High school students are afforded a wide array of accelerated course options, including honors courses, Advanced Placement courses, and/or dual enrollment college courses. Students who exhaust all course options offered by the LEA are able to enroll in online advanced level courses.

Developmental Services

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

	X	X	X	X
RtII	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Although a formal Response to Instruction and Intervention program is not officially instituted at the intermediate, middle and high school levels of the system, processes for achieving the following RTII components are in place: 1) identifying students' individualized learning and behavioral needs; 2) delivering responsive interventions; 3) monitoring the efficacy of interventions; and, 4) adjusting or maintaining interventions accordingly. At the middle school level, this is accomplished through the enrichment seminar period, the goal of which is to optimize student potential through enrichment and/or intervention learning activities that are tailored to students' individual interests and/or academic needs. At the high school, students' individualized needs are met through remedial tutoring services and/or restart, reset, recovery, and accelerated course options.

A behavioral specialist provides primary intervention to students who are identified as exhibiting behavioral difficulties which impede their social development and academic success. The behavior specialist manages a well-organized, effective positive behavior support program; minimizes interruptions to the instructional process for students; promotes an orderly, safe environment; and, effectively communicates with teaching staff and administration regarding assignment completion and behavioral objectives.

A K-12 Health and Wellness Committee, comprised of students, parents, teachers, food service professionals, health professionals, and other interested community members, exists to promote student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience.

The LEA has firmly established attendance expectations, which are communicated via the student handbook, as well as through presentations, policy, and individual conferences. The attendance and truancy officers work in tandem with district administrators, counselors, and faculty to enforce attendance requirements, apply penalties, and institute positive incentives for regular attendance.

Elementary school counselors provide structured developmental guidance lessons and coordinate activities designed to assist students in establishing individualized personal/social goals. They conduct academic progress monitoring and coordinate activities related to bullying/cyber bullying awareness and prevention, positive behavior support, and career awareness/preparation. Additionally, elementary school counselors provide the following services: individual and group counseling, crisis assessment, data collection, coordination of state and local assessments, data collection for special education and gifted screening, consultation with students, parents, and faculty, and referrals for supportive services (outside agencies, IU 1referrals, and evaluations). They also provide academic transition programs; ensure that information for students and parents on the district website is current; and, assist with new student enrollment and Kindergarten registration.

Middle school counselors coordinate systematic activities designed to assist students with establishing personal/social goals and with developing future plans based on assessment results, academic and career planning, and career fair activities. Middle school counselors provide the following services: individual and group counseling, crisis assessment, data collection, coordination of state and local assessments, data collection for special education and gifted screening, consultation with students, parents, and faculty, and referrals for supportive services, preventative programs, deficiency reports, SAP, academic transition, and Up-Ward Bound.

Middle school counselors are also involved with: the referral process for alternative education placements; ensuring the accuracy and timeliness of information for students and parents on the district web-site; new student enrollment and registration; and, designing the middle school master schedule.

High school counselors coordinate activities designed to assist students with establishing personal/social goals; developing future academic and career plans; and, scheduling appropriate course selections. High school counselors coordinate the career fair; assist students with college entrance exams; help students conduct post-secondary research; and, acquaint students with scholarship opportunities. Additionally, high school counselors provide individual and group counseling and play a key role in crisis assessment, data collection, the coordination of state and local assessments, procuring data for special education and gifted screening, and consulting with students, parents, and faculty. High school counselors handle referrals for supportive services and preventative programs, as well as assist with academic monitoring, SAP, and transition services. Additional duties include: monitoring the MMS reporting system; planning for graduation; ensuring students' graduation requirements are met; supplying transcripts to colleges; writing letters of recommendation; collaborating with admissions counselors, military personnel, and community businesses; assisting with FASFA preparation; monitoring Up-Ward bound; collaborating with the online cyber school coordinator; participating in the referral process for alternative education placements; ensuring the accuracy and timeliness of information for parents and students on the district website; conducting new student enrollment and registration; and, designing the high school master schedule.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services: The LEA utilizes social workers to: provide individual and group counseling with regular education and special education students; conduct social histories (part of psychiatric process); conduct functional behavior assessments on regular and special education students; help to write positive behavior support plans; consult with school staff; attend student-centered meetings; conduct classroom observations; help

create behavior modification charts/programs; create data charts; analyze data; communicate with parents/guardians; initiate referrals for outside agencies; and, serve as members of SAP teams.

School Psychologists serve to help children and youth succeed academically, socially, and emotionally. They collaborate with educators, parents, administration, and other professionals to create a safe, healthy, and supportive learning environment for all students that strengthen connections between home and school. The LEA's school psychologists assess children for special education services; administer standardized tests to assess academic and cognitive ability; establish social-emotional and mental health status of children; and, observe and evaluate the effectiveness of learning environments. Additionally, school psychologists: help solve conflicts in learning and adjustment; advocate tolerance, understanding, and appreciation of diversity within the school environment; collaborate with school professionals and community agencies to provide services directed towards improving psychological health; and use evidence based research to develop and utilize successful interventions.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education		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:

The district is highly participative in regional social service coordination meetings. District personnel proactively establish and maintain strong community-family-school partnerships through parent advisory councils, steering committees, PTO partnerships, educational programming for parents, educational planning meetings, conferencing, and vehicles for reciprocal home-school communication. Social service personnel routinely participate in the district's grade level and department meetings, as well as in professional development activities. The LEA's truancy officer works out of the high school, but makes regular visitations to the elementary and middle school buildings to personalize exchanges with parents.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- Monthly

Collaboration for Interventions

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

Special Education teachers communicate frequently (weekly in most cases) with general education teachers through grade level and/or departmental meetings at all levels. Special education case managers provide general education teachers with the names of the students with IEP's in their classrooms, as well as copies of each student's specially designed instruction. When there are concerns regarding student needs and/or progress, there are multiple opportunities for the general education instructors to discuss these with the special education case managers at grade level and/or departmental level meetings. General education teachers are also collaborating with special education teachers quarterly to report progress toward IEP goals and objectives.

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 district has utilized early childhood liaisons to communicate the district's Kindergarten readiness criteria to early childhood programs in the area and to coordinate support services for students entering Kindergarten. However, the LEA did not have the funding to sustain the positions. At this time, the district works with the Private Industry Council on grant-funded, afterschool educational programs that provide tutoring services, homework help, and physical activity for elementary and middle school students. The LEA also partners with three local post-secondary schools to offer afterschool early enrollment courses to high school students in 11th and 12th grade.

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 Albert Gallatin Area School District does advertise its child-find activities annually in the local newspaper, as well as keeping the same information posted on the district website at all times, and in student handbooks at all levels for reference at any point. Through this variety of means of exposure to Child Find activities (including contact information for the Intermediate Unit for pre-school age children), there is a level of confidence that all members of the community do have access to the appropriate information if there would be a suspected disability for any (school) age or pre-school age student.

For students who are already receiving special education services as a pre-school student through the Intermediate Unit (the provider for services of children ages 3-age of beginners), transition meetings occur in the February before the student would be enrolling in Kindergarten, to discuss student needs and plan for a successful and seamless transition into the school-age setting. Intermediate Unit supervisors, pre-school staff, families and district staff are invited to attend to discuss each individual student. The LEA houses two Pre K Counts classrooms; however, the AGASD does not operate any pre-kindergarten programs of its own.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

n/a

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

n/a

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

n/a

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

n/a

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	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

n/a

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

n/a

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

n/a

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

n/a

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
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	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"

n/a

Elementary Education-Intermediate 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
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of

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

Further explanation for columns selected"

n/a

Middle 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
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected"

The district no longer offers foreign language courses at the middle school level.

High School Level

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

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

World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected"

n/a

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.		X		X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.			X	X
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		

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

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

Over the past two years, the district has maintained a narrow focus on professional development activities designed to improve teaching and learning. Specifically, professional development activities repeatedly reinforced effective lesson design/delivery, formative assessment/feedback, and cognitive engagement. Teachers received training and implementation support via large and small group training sessions, coaching, modeling, and individual conferences. The advent of the Act 82 Educator Effectiveness System strengthened linkages between the LEA's professional development foci and supervisory practices. Performance expectations that had been established through professional development activities were reinforced by administrators through lesson plan reviews, walk through observations, and formal observations. The Danielson model competencies were perfectly correlated with the performance expectations established through professional development activities. Also, the Standards Aligned System became populated with a wide array of resources and courses aligned to the Danielson competencies to support struggling teachers.
Other topics addressed through professional development activities were either needs-based or driven by PDE initiatives. Teachers received training relative to differentiated instruction for students with diverse learning needs; teaching reading through content area instruction; the educator effectiveness system; the school performance profile; and, student learning objectives. Administrators function as instructional leaders and have a high level of participation in professional development activities. They regularly utilize collaboration time at the building level to conduct data analysis activities with teachers, who in turn adjust instruction accordingly. Administrators participate in the Pennsylvania Inspired Leadership program and/or PIL approved courses which address the Pennsylvania School Leadership Core and Corollary Standards. As needed, the LEA will bring Intermediate Unit #1 and/or external consultants in to educate the administrative team on PDE initiatives (e.g., educator effectiveness, SLOs) and/or strategies for effective leadership. The district also supports professional education for administrators by allowing their participation in workshops and professional conferences; supporting their involvement with professional organizations; permitting administrators to visit high performing school districts; and, encouraging collaboration with other district and school leaders.

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

There is a need to capitalize upon the following professional development topics for teachers, counselors, and education specialists:

- content knowledge enhancement in educators' area of certification/assignment-- although some teachers participate in professional development activities designed to enhance content knowledge in their area(s) of certification, they do so electively, through participation in external grants (e.g., NASA, MSP).

- meeting the needs of gifted learners in general education settings-- although the district has addressed differentiation for students with diverse learning needs, the training sessions have focused primarily on how to modify curriculum, instruction, and assessment for at risk learners and/or students with disabilities. Gifted support teachers consult with general

education teachers to offer suggestions or share strategies for meeting the needs of the gifted learners in their classrooms; however, differentiation for gifted learners has not been adequately addressed through professional development activities.

- fostering strong family-school-community partnerships-- although several outreach initiatives and activities are in place for strengthening family-school-community partnerships, the LEA has not dedicated professional development time to educating school personnel on how to optimize efforts to do so.

Likewise, there is a need to schedule professional development retreats for the LEA's district and building administrators to:

1. establish performance expectations relative to the Principal Effectiveness System;

2. provide a forum for collaboration on procedures, policy, and operations;

3. strengthen relationships amongst team members; and,

4. build a collegial support system that helps administrators to systematically support and assist one another in a reciprocal manner.

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.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom **observations).**

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

The LEA hosts a variety of professional development activities, which fall into one or more of the following categories:

- **Those that are driven by PDE initiatives**

  Educator Effectiveness, School Performance Profile, Student Learning Objectives

- **Those that are aligned with district goals and priorities**

  Effective Lesson Design/Delivery, Formative Assessment/Feedback, Cognitive Engagement, Student and Teacher Defense (A.L.I.C.E.)

- **Those that are needs-based, driven by teacher and/or student data**

  Reading/Writing Across Content Areas, Close Reading Technique

- **Those that are proposed and driven by teacher leaders**

  Alignment of Music Education Curricula to PA Core Standards

The district used to have a strong professional education committee that met regularly to; analyze needs assessment data; discuss important initiatives, goals, and priorities; review proposals for professional development topics; and plan professional development activities. When the Act 48 moratorium went into effect, the committee was dismantled. Now that the moratorium has been lifted, it is necessary to resurrect the professional education committee to better account for the professional development needs of all stakeholders; to analyze data from district-wide needs assessments; to review and approve proposals submitted by teacher leaders; to communicate information regarding PDE and district initiatives, goals, and priorities to staff through building reps; and, to evaluate the impact of professional development activities on teaching, learning, and student safety.

The LEA carefully evaluates the qualifications, knowledge base, and skill level of the presenters procured to deliver professional development sessions. Likewise, the session evaluation forms submitted by faculty and staff are carefully examined. For the past two years, the LEA has aligned professional development trainings with supervisory practices. Firm and consistent expectations for planning, instructional delivery, and formative assessment/feedback were established with a high level of clarity through large and small group training sessions, as well as through job-embedded instructional coaching. In particular, professional development and supervisory practices targeted: 1) Effective Instructional Design and Delivery; 2) Formative Assessment and Feedback in Teaching-Learning Exchanges; and, 3) Cognitive Engagement. Additionally, a STEM education coach reinforced the foci of professional development efforts and worked with Science, Math, and Technology Education teachers on high impact strategies, curriculum alignment, and the identification of effective instructional resources. Two Deans of Teaching and Learning conducted in depth lesson plan review sessions and targeted walkthrough evaluations on a frequent basis, conferencing with individual teachers regularly. Struggling teachers who warrant additional support with Danielson competencies receive personalized professional development through a consultant, coach, or relevant course/workshop. A support strategy worth pursuing is to support classroom visitations, though which struggling teachers can see exemplary colleagues model effective practice.

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

As indicated above, the LEA's capacity to address the strategies listed above will be optimized by resurrecting the district's professional education committee and by utilizing peer coaching/modeling to support struggling teachers.

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.

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

In order to ensure that newly hired teachers are familiar with and understand how to implement district endorsed instructional practices, the LEA includes relevant handouts from trainings on high priority strategies in inductees' orientation binders. These performance expectations are reviewed at the onset of the year in the new teacher orientation session. Important trainings are also videotaped; housed in the professional development library; and, made available to any/all employees who missed the sessions and/or need a refresher. At the present time, the district has only one professional development library center from which teachers can procure needed resources. It is housed in the high school. A professional development library needs to be made accessible to teachers across the district through a web-based platform, from which videos can be streamed and to which documents can be uploaded.

The LEA participates in the Intermediate Unit #1 Induction Consortium, which provides all new teachers with a common foundational knowledge base. Inductees participate in four courses over a two year period, which incorporate valuable resources from PDE's Standards Aligned System (SAS). In year one, new teachers learn effective techniques for classroom management and instructional strategies, including cooperative grouping, questioning, and journaling. Year one induction activities also provide new teachers with a working understanding of technology integration, as well as the professional requirements for Act 48 continuing education credits, Instructional II conversion, the Educator Effectiveness system, PA Core standards, PA accountability and assessment, and effective strategies for English Language Learners. Inductees also explore the legal foundations of education, the courts and the nonpublic schools, tenure, certification, Act 151, Act 195 (1970) and Act 88 (1992), student and teacher rights, teacher liability, recodification of the school code, the Code of Professional Practices and Conduct for Educators, and recent developments in school law.

Year two induction activities provide an overview/ history of least restrictive environment; describe the differences between inclusion, team teaching, and co-teaching; orient inductees to six approaches to co-teaching; equip new teachers with classroom strategies for implementing the approaches; and, familiarize inductees with online resources that can be used to plan for co-teaching experiences. Year two activities also provide an introduction to intermediate and advanced tools in Microsoft Office. New teachers explore tutorials in Microsoft Word and Excel and investigate PowerPoint as well as other current presentation technologies. Finally, the LEA's orientation and mentoring activities familiarize new teachers with school/ district initiatives, practices, policies, and procedures, as well as with protocols/resources that provide guidance and support for handling crisis situations. To a minimal extent, inductees are afforded opportunities to engage personally with professional peers to develop a sense of collegiality and camaraderie. New teachers are afforded three half days for mentor-mentee conferencing and one half day for training on the Code of Professional Practice and Conduct for Educators. Additionally, mentors and mentees are expected to meet on a monthly basis (at minimum) to address key topics at critical times during the school year. The Intermediate Unit #1 induction program also serves as a forum for collegial relationship building amongst teachers who are new to the profession. The LEA will work with the Albert Gallatin Education Association (AGEA) to offer new teachers additional opportunities for meaningful, personal engagement with colleagues by instituting an AGEA teacher leadership team responsible for developing sessions that build professional pride and orient new teachers to "what it means to be an AGASD teacher."

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

n/a

Needs of Inductees

- 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.

The LEA utilizes multiple data sources to identify the professional education needs of novice teachers, including:

1. Student performance data—via supervisory practices and mentoring activities, data from formative, summative, and standardized tests is reviewed in a reflective capacity to adjust instruction and to assess teachers' strengths and needs.

2. Needs assessment survey responses—the LEA's induction plan contains an inductee survey component through which self-perceived needs are collected.

3. Semi-annual review of portfolio contents—throughout the induction program, the principal and mentee meet once each semester to review evidence and reflections showcased in an induction portfolio organized by Danielson domains. At the end of the third year, a central office administrator meets with the mentee to review the collection of artifacts demonstrating that the teacher has met competencies in each domain.

4. Reflective reports and dialogue—the LEA's induction plan contains an inductee self-reflection component that is completed by the inductee, mentor teacher, and principal during the first semi-annual portfolio review each year and housed in the Reflective Practice tab in the inductee's portfolio.

5.   Supervisory lesson plan reviews and classroom observations—findings revealed through supervisory practices are utilized in a formative capacity to support new teachers in areas that warrant improvement.

6.   District-wide induction program survey—an induction program needs assessment is conducted annually to collect perceptual data regarding the needs of inductees as perceived by recent inductees, current building/district administrators, and veteran teachers.

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

It would behoove the LEA to incorporate a mentoring observation component to the induction program. Reflective conversations following collegial observations of inductee's instructional practices would enable mentor teachers to utilize their expertise to provide formative feedback and supportive assistance to inductees. A mentor observation component would also serve as a meaningful method for mentor teachers to acquaint inductees with the observation/evaluation instrument and cycle under non-threatening, supportive conditions.

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 and inductees must have compatible schedules so that they can meet regularly.

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

The induction team is comprised of the inductee, mentor teacher, building administrator, and central office administrators; however, the core induction team is the inductee and his/her mentor teacher. Because the mentor teacher is the primary provider of support throughout the induction process, it is critical to select mentor teachers whose strengths are compatible with induction program demands.
When making mentor assignments, building administrators adhere to the LEA's selection criteria to the greatest extent possible. A potential mentor teacher has:

1.   Similar certification and assignment

2.   Flexibility to meet regularly with inductee

3.   History of outstanding work performance

4.   Ability to model high impact instructional practices

5.   Exemplary classroom management skills

6.   Expertise in data analysis and use

7.   Ability to work productively and in a supportive capacity with parents, students, and

       peers

8.   Ability to model continuous learning

9.   Ability to practice in a reflective capacity

10.   Strong familiarity with district/school policies, procedures and resources

11.   High level of skill in differentiating instruction for students with diverse learning needs

12.   Excellent communication and relationship building skills

13.   Ability to provide formative feedback and support in ways that foster resilience

14.   Professional demeanor

15.   Willingness to accept additional responsibilities

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

It would be highly beneficial for the LEA to implement a Mentor Training program, in order to convey the purpose of induction program and the role of mentor. The program should have a training component that optimizes mentor teachers' communication and listening skills; coaching and conferencing skills; problem-solving skills; and, understanding of adult learning and development.

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

If necessary, provide further explanation.

The following induction topics are deemed to be important by the educational community, according to district-wide survey results. These topics are addressed through mentor/inductee meetings, induction team conferences, and/or induction courses.

- Ancillary Personnel Roles/Services

- Classroom Assessment Practices

- Classroom Management

- Code of Professional Practice and Conduct for Educators

- Collaborative Practices for Grade Level and/or Department Meetings

- Confidentiality

- Co-Teaching Practices and Applications

- Curriculum Map/Syllabi Review

- Danielson Rubric

- Data Analysis/Use of Data

- Differentiation for Gifted Learners

- Differentiation for Students with Diverse Learning Needs

- EdInsight Data Window- On Hand Schools

- Educational Technology

- Educator Effectiveness System

- Effective Instructional Delivery

- End of Year Procedures

- Establishing and Maintaining Collegial Relationships with Peers

- Family-School Communication

- Field Trip Procedures

- Grading Practices and Entry

- Instructional Software Programs

- Lesson Planning

- Mandated Reporting

- PA Academic and Core Standards

- PA-ETEP

- Parent-Teacher Conferences

- Policies/Procedures

- Process for Ordering Instructional Resources

- Referral Processes

- School Counselor Role

- School Performance Profile

- School-wide Positive Behavior Support Plan

- Self-Management Techniques to Reduce Stress and Optimize Performance

- Social Media Awareness

- Special Education Processes

- Standardized Testing

- Standards Aligned System (SAS)

- Student Attendance Requirements/Procedures

- Student Learning Objectives (SLOs)

- Student Motivation

- Support Services

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

A combination of formal and informal assessment procedures are used to collect feedback from inductees regarding their induction program experiences. Additionally, feedback is solicited from mentors, administrators, current and recent inductees, and veteran teachers regarding the efficacy of the Induction program. Survey participants have the opportunity to add comments and to recommend any changes they feel would enhance the induction program and address contemporary educators' ever-evolving needs.

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 Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students
Total students identified: **711**

Identification Method

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

Specific Criteria for Determining Identification of Students with Specific Learning Disabilities

In the Albert Gallatin Area School District, the school psychologists use the Ability-Achievement Discrepancy Analysis model to determine the presence of a specific learning disability. Students are administered the following instruments: the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) and the Wechsler Individual Achievement Test-Second Edition (WIAT-II). The student's scores are then examined for a significant discrepancy between the predicted standard score (based on the student's WISC-IV score), and their actual standard scores on the various WIAT-II subtests. A "significant discrepancy" would be evident by a discrepancy between the predicted standard scores on the WIAT-II subtests and the student's actual standard score on the WIAT-II subtests at the .05 level. If there is a significant discrepancy between the predicted score and the actual score at the .05 level, then the presence of a specific learning disability in that particular subject exists.

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 AGASD does not have a significant discrepancy from the State's average for the identification of students eligible with a Specific Learning Disability at this time.

Non-Resident Students Oversight

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

1. The AGASD does not have a Section 1306 facility within our geographic boundaries.

2. If the AGASD does have a student who becomes incarcerated in an adult correctional facility in another LEA's geographic boundaries, the AGASD would communicate with the LEA representative from that School District to ensure that the student is receiving FAPE in the Least Restrictive Environment.

3. The most foreseeable barrier would be a student being incarcerated without timely notification to this district. Students could be a sent to correctional facilities via the court system for an incident(s) that have occurred in the community and the school was not aware of the incidents. A student could potentially be sent to a correctional facility over the summer when school is not in session. Or the possibility exists that a building could be notified of the incarceration of a student and not notify the Special Education Director. However, the AGASD does have a close working relationship with the Uniontown Area School District and the Brownsville Area School District, school districts which are responsible for the nearest correctional facilities (geographically) to the AGASD. There is definitely a level of confidence that if that either of those LEA's received notification before this School District becomes aware, those LEA representatives would notify this School District in a timely manner.

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).

Because the AGASD does have a close working relationship with the two closest LEA's which house correctional facilities (all Fayette County LEA representatives meet monthly with our Bureau Advisor), this is one of the topics which could be addressed at that time, if not sooner. If a student were incarcerated and the AGASD had not been notified within the previous month, the AGASD LEA representative would be notified at that monthly meeting with the Uniontown Area School District LEA representative and the Brownsville Area School District LEA representative (who also attend this monthly meeting). The Fayette County Prison is within the geographic boundaries of the Uniontown Area School District and a state correctional facility is in the Brownsville Area School District's geographic boundaries. All appropriate special education paperwork would be provided to the serving district in order to ensure that the student is being provided FAPE.

Least Restrictive Environment

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

1. The Albert Gallatin Area School District strives to ensure that students are being served in the Least Restrictive Environment to the maximum extent possible for each individual student. When IEP teams meet, the least restrictive environment is always the first option considered. Student placement determinations are made at individual student meetings; we do not have a one-size-fits-all approach. The LEA representative actively participates in all meetings for students who are placed into programs outside the school district, and routinely discusses re-integration of the student back into regular school buildings. This does occur at least annually or more frequently when the IEP team feels this move would be appropriate and these determinations are based upon input from all team members as well as review of student-centered data and progress toward IEP goals and objectives. We are sure to make parents aware that if a student does demonstrate a need for a setting outside of the school district, based upon a particular need that we cannot fill at that time, that the topic of reintegration into the district will be revisited at least annually, or more frequently as the student progresses.

IEP teams for students within the district, as standard procedure, review any supplementary aids and services that can and have been implemented before agreeing to place a student in a more restrictive environment (for example, from Itinerant to Supplemental level of support). Students would be placed in a more restrictive level of support within the regular school building only when various supplementary aids and services have been utilized and have not yielded meaningful educational benefit for the student.

2. The Albert Gallatin Area School District currently implements RtII, utilizing evidence-based models of instruction, in all elementary schools for grades K-2, and this has yielded great benefit to the students. Implementation with fidelity has seen a substantial decrease of students being referred for special education testing in the grade levels served by RtII instruction and an obvious increase in student achievement in reading as measured by our local assessment, DIBELS.

The AGASD also has 3 social workers (one for the elementary level, one for the MS level and on at the HS level) to assist teachers with utilizing data-driven approaches to decrease inappropriate student behaviors and to help ensure that all means are exhausted for student exhibiting behavioral difficulties before considering outside placements. We have had extensive training on the use of Positive Behavior Supports in all classrooms and Verbal De-escalation techniques by IU TaC consultants as well as private professional development providers, such as Keystone Consultants. Because we were in a 3-year Corrective Action Plan for LRE (which ended in June 2013), there have been ample training opportunities provided to all district personnel within the past 3 years. We also frequently utilize IU TaC consultants for individual teachers when there is a demonstrated need or weakness in a particular area. All of these trainings help to ensure that our staff is well-trained and able to help our students remain in the Least Restrictive Environment to the maximum extent possible. We also contract with Intermediate Unit One for the services of 2 lead support teachers who are on site to provide technical assistance as needed or as requested by both general and special education teachers.

At this time, the AGASD is currently contemplating participation in Project Max through PaTTAN, which will provide intensive professional development for supporting students with complex needs in the general education setting. Team members are being recruited and if a team that meets PaTTAN's requirements can be created, there is an elementary school that has agreed to serve as the pilot school.

3. In reference to Indicator 5, the Albert Gallatin Area School District does still fall short on 2 of the 3 measurements: A) Students in the general education setting 80% or more of the school day (AG-61.7%, state average-62.2% and state target is 65.0); B) Students inside the regular setting less than 40% of the school day (AG-8.7%, state average-9.2%, state target-8.0%); and C) Students educated in Other Settings (AG-5.5%, state average-4.5%, state target-3.3%). A summarization of this data indicates that we were only a half percentage point away from the state average in students placed in the general education setting 80% or more of the school day. This is a category which it is likely that the AGASD can achieve at least the state average in the upcoming years, with the goal obviously being the state's target. Continuing with professional development in Least Restrictive Environment topics will help the AGASD continue

to move in the right direction.

In reference to the second reporting category, "students educated in the general education environment less than 40% of the day", the AGASD is performing better than the state average but has not yet achieved the state performance target. Continued professional development and continued improvement in the area of integrating our students with more severe disabilities and complex needs will help the AGASD to achieve the state performance target.

The third reporting category, students placed in settings outside the school district, is above both the state average and the state performance target. However, it is worth noting that the AGASD has the lowest percentage of students being served outside the district when compared to all other districts in Fayette County. We do take pride in this fact, considering that the population demographic which we share with the other districts in the county presents significant challenges. Fayette County has been ranked the second poorest county in the state in consecutive years, and has also been rated the second unhealthiest county in the state in consecutive years, with Philadelphia coming in first in both categories. These challenges do make it difficult to meet the needs of all students in the general school buildings, but it is only without going through exhaustive means as indicated above, do IEP and MDT teams come to the consensus that a student's needs can best be met outside the district. Again, these placements are continually reviewed and students frequently return to district settings.

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.

As per District policy, the AGASD Board believes that positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs must include research-based practices and techniques used to develop and maintain skills that will enhance an individual student's opportunity for learning. Behavior support programs and plans must be based upon functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problematic behaviors, the types of interventions chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Plan (IEP), Positive Behavior Support Plan (PBSP) and Board policy.

Furthermore, the AGASD Board directs that the school entity shall comply with provisions of the Individuals with Disabilities in Education Act (IDEA) as well as federal and state regulations when disciplining students with disabilities for violations of school policy and/or rules and regulations. No student with a disability shall be expelled if the student's particular misconduct is determined to be a manifestation of his/her disability.

The Superintendent or designee is responsible for ensuring that behavior support programs are in accordance with PA Chapter 14 regulations, including the training of personnel in the use of specific procedures, methods and techniques and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures.

Additionally, the AGASD has provided annual training to all district staff in the use of Positive Behavior Supports and separate Verbal De-escalation Trainings. These annual training topics were mandatory as a result of a 3-year Corrective Action Plan for the Least Restrictive Environment monitoring in 2010, but the District is now successfully out of corrective action and has continued to provide annual training to staff in the use of Positive Behavior Supports and Verbal De-escalation.

The AGASD has also utilized our 3 social workers and Intermediate Unit One TaC staff as trainers within the various buildings throughout the District. The plan is to continue to do so in future years. As noted, the AGASD has 3 social workers contracted through Intermediate Unit One, one for the elementary level, one for the Middle School level and one at Albert Gallatin Area High School. By federal mandate, the AGASD also has Student Assistance Program teams at both middle schools and at the HS level. These teams are comprised of a cross-section of district staff including general and special education teachers, guidance counselors, school psychologists, social workers, agency representatives and administration. The SAP teams provide annual training on various topics, including the SAP referral process, to building staff and the SAP teams receive update trainings on various crisis intervention topics twice per year.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. At this time, the AGASD does not have any hard to place students. However, the District does have a working relationship in regard to such matters with the Intermediate Unit One Interagency Coordinator and the District would notify the Coordinator if assistance was

needed with a Hard-to-place student. The Intermediate Unit One Liaison would arrange an interagency meeting to include all agencies that can provide support to the student. The IEP team members meet to review the student's IEP to determine if the student's needs can and are being met in the current placement. If needed, the IEP team will make changes to the current IEP. If the IEP Team determines that the student's needs cannot be met in the current placement or other public school setting, other placement options will then be considered and the district personnel will follow up with making the appropriate contacts with other centers or facilities. In the even that a placement cannot be secured and the student is at risk of (or has been) waiting 30 days for an appropriate placement, the District will report the required information to the Department of Education, updating the information monthly until an appropriate placement has been secured. Additionally, the District reports to PDE the students with IEP's who are receiving temporary Homebound Instruction due to a temporary medical condition, and students who are in the Instruction in the Home placement.

2. The AGASD does an admirable job of providing services to students with disabilities in the Least Restrictive Environment appropriate for each individual student. Given the comparison to other local districts who share similar population demographics, the AGASD currently has the lowest percentage of students who are placed in centers or facilities outside of the school district, and also has a percentage of students with disabilities in the general education setting 80% or more of the school day which is only 0.5% lower than the state average. By continuing to provide on-going professional development in LRE topics, continuing to maintain 3 social workers who are available to students on a regular basis or in response to a crisis, and having a positive working relationship with agency personnel who provide services to our students, the AGASD has multiple layers of support in place to serve students in the Least Restrictive Environment. Administrators from the AGASD frequently participate in ISP Team meetings and welcome agency personnel at student meetings or into buildings for student observation at the request of the parent in order to facilitate communication of agency treatment team goals to school personnel. Agency personnel also provide one-on-one or small group training for students with more significant behavioral or emotional needs with parental permission.

3. The Albert Gallatin Area School District continuously evaluates student needs and the special education services available to meet those needs, either within the home school district or by providing a continuum of placement options outside the school district. As a student would begin to demonstrate difficulty in the current least restrictive placement, the IEP team would meet to begin to review the options for additional supports that can be provided within the school district. If the time would come that all the services and supports available within the district, including services or supports provided by outside agency assistance while still in the regular building, have been determined by the IEP team to no longer be meeting the student's needs, other placement options, such as therapeutic emotional support, comprehensive therapeutic emotional support, partial hospitalization programs, alternative education settings and Approved Private Schools would be considered. No one placement option works for every student, and these placement decisions are highly individualized and based upon individual

student need. At this time, we have no plans to expand the services provided within the AGASD, as a full array of options is available inside and outside the district.

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 Albert Gallatin Area School District envisions itself as a partnership of school personnel, students, families and the community at large. Emphasis is on individual student success and growth. The AGASD recognizes each student as unique; therefore it is important to know each individual student in order to remove any barriers that may inhibit the learning process. The AGASD recognizes that each individual student is entitled to a Free and Appropriate Education in his/her Least Restrictive Environment. There is no "one size fits all" approach in the AGASD. A variety of placement options, supports and services are available in order to truly individualize each student's education tailored to his/her needs.

***In accordance with new regulations regarding the adoption of the **SPECIAL EDUCATION PLAN,**
the AGASD Special Education Plan for dates 7/1/14 to 6/30/2017 was on the AGASD website prominently displayed for **public viewing and comment**
from **2/19/14 to 3/19/14**
and was **approved by the AGASD School Board**
on **3/19/14**

Additional strengths include the following:
*The AGASD actively participates in Early Intervention Transition Meetings with a variety of district personnel in attendance to ensure continuation of needed services and a seamless transition from EI programs to School-Age programs.
*County-wide Child Find Identification has been developed through collaborations with other school districts in Fayette County and disseminated in a variety of newspapers as well as through each school district's website. In the AGASD, Child Find Information is also published in each student handbook for students K-12.
*A continuum of services provided within the School District buildings include: Learning Support, Life Skills Support, Emotional Support, Autistic Support, Speech and Language Support, Hearing Support, Vision Support.
*The following related services are available to students within the AGASD buildings: Speech and Language as a related service, Occupational Therapy, Physical Therapy, Social Work Services, Nursing Services, Special Transportation, Vision Support as a related service, Hearing support as a related service, and Orientation and Mobility. These are the services currently being utilized by students within the School District, but other services would be utilized as individual student needs would merit.

*A continuum of placement options are available for students requiring Multiple-Disabilities Support (to the extent that the student's needs cannot be met within the District placement options), Autistic Support (to the extent that his/her needs cannot be met within district placement options), Therapeutic Emotional Support, Hearing Support (to the extent that his/her needs cannot be met within the school district), Vision Support (also to the extent that his/her needs cannot be met within District programs). We also have students who currently have significant enough need to merit residential placements to address significant hearing and vision disabilities.

*The AGASD currently offers RtII to all students K-2 to provide more intensive reading instruction to those students who demonstrate the need. This is essential in helping to level the playing field for students who enter School Age programs without having had the benefit of instruction in a structured setting.

*The AGASD continuously reviews needs to add classes or supports as necessary, such as a relatively new Autistic Support class that was added in response to student need, and additional Life Skills classes that have been added at all levels over the past 5 years in response to significant student needs.

*The Albert Gallatin Area School District is partnered with all other Fayette County School Districts in providing at least 6 parent trainings per year at a centralized location. These trainings are advertised in local newspapers, cable TV community channels, on district websites and in the AGASD, flyers are sent home in Wednesday folders and included in newsletters (for the buildings who have newsletters).

*For students who demonstrate a need beyond that which the general education curriculum can provide, the AGASD offers high quality, research-based curriculum materials such as SRA Direct Instruction and Read 180 as supplemental curriculum or as replacement curriculum, depending on the needs of each individual student.

*The AGASD has been the recipient of several grants, the most significant of which is the School Improvement Grant at Albert Gallatin Area Senior High School. A total of 3 million dollars has been awarded to AGHS over a three year period, and the activities and services that are funded through the grant are providing outstanding instructional opportunities to all students.

*The AGASD in a part of Intermediate Unit One's Cyber School Initiative for grades 9-12. For students with IEP's who participate in the Colonial Online program, transportation is offered for students several times a week for students to come into the school building for extra help and/or instruction if needed.

*Extended School Year is provided within the district for the overwhelming majority of students who are eligible. As recently as last summer (2013), all students who were eligible and chose to participate were able to attend a district-run ESY program with the full complement of related services as appropriate for student need.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

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

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Intermediate Unit One East Franklin Campus	Special Education Centers	Comprehensive Therapeutic Emotional Support	8
Intermediate Unit One Colonial Campus	Special Education Centers	Comprehensive Therapeutic Emotional Support	1
Adelphoi Village	Other	Learning Support, Emotional Support	13
Watson Institute	Approved Private Schools	Life Skills Support	1
Western Pennsylvania School for Blind Children	Approved Private Schools	Vision Support, Multiple-Disabilities Support	2
Western PA School for the Deaf	Approved Private Schools	Hearing Support Services	1
Highlands Hospital Center for Autism	Other	Autistic Support	1
Clelian Heights	Other	Autistic Support	1
New Directions	Other	Emotional Support	6
Instruction in the home	Instruction in the Home	Multi-Disabilities Support	2
Frazier High School	Neighboring School Districts	Autistic Support	2

Special Education Program Profile

Program Position #1

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	13	1

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
Albert Gallatin Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	9	1

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
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	19	0.5
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	9	0.5

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
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	20	0.5
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	9	0.5

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
Albert Gallatin Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	11	0.5
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	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
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	20	0.5
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	7	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
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	22	0.5
Albert Gallatin Area Senior High School	A Senior High School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	15 to 19	8	0.5

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		Building	Education programs are operated	20%)			

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
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	19	0.5
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	8	0.5

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
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	15	0.5
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.5

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

| Albert Gallatin North Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 11 to 15 | 4 | 0.5 |
| Albert Gallatin North Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 15 | 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
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	12	0.25
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	14	0.75

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
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	1	0.25
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	13	0.75

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
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	11	0.25
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	15	0.75

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
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	8	0.25
Albert Gallatin North Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	1	0.75

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
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	13	1

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	13	1

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
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	1	0.5
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	7	0.5

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
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	12	0.5
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	8	0.5

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
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	7	0.5
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	8	0.5

Program Position #20

   Operator: School District

   PROGRAM DETAILS

   Type: Class

   Implementation Date: August 25, 2014

   Average square feet in regular classrooms: 773 sq. ft.

   Square footage of this classroom: 754 sq. ft. (29 feet long x 26 feet wide)

   Reason for the proposed change: Numerous general education classrooms within AG South Middle School are being moved in order to departmentalize the core subjects.

   The proposed classroom (D-3) is a classroom that has been a general education social studies classroom for the past 7 years, and it is being proposed that this social studies classroom is moved to A-10, which was formerly a special education classroom. A move to this particular classroom (D-3) ensures that the special education classroom remains within the ebb and flow of the student traffic and meets all other criteria listed above.

   It should be noted that this classroom (D-3) was previously a special education classroom until 7 years ago, when it was moved to the A-10 location, because the principal at that time wanted to group classrooms by grade level.

   Present Class Location: A-10 at AG South Middle School

   Proposed Class Location: D-3 at AG South Middle School

   Length of time class has been in present location: 7 years

   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	8	0.5
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	8	0.5

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
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	11	1

Justification: This is 1 of 3 LSS classes within the District. The AGASD makes every effort to keep LSS students in the closest school building to their home geographically. This classroom has 2 classroom para professionals to assist the teacher in grouping students with their age-appropriate peers. Additionally, students are not all in the classroom at the same time. Students attend home room, special classes, meals and recess with their grade-level appropriate peers. Some students also attend the general education classroom for science and social studies.

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
Friendship Hill Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	8	1

Justification: This is 1 of 3 LSS classes within the District. The AGASD makes every effort to keep LSS students in the closest school building to their home geographically. This classroom has 1 classroom paraprofessional, 2 1:1 paraprofessionals a a 1:1 nurse to assist the teacher in grouping students with their age-appropriate peers. Additionally, students are not all in the classroom at the same time. Students attend home room, special classes, meals and recess with their grade-level appropriate peers. Some students also attend the general education classroom for science and social studies.

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
AL Wilson Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	14	1

Justification: This is 1 of 3 LSS classes within the District. The AGASD makes every effort to keep LSS students

in the closest school building to their home geographically. This classroom has 1 classroom paraprofessional, a 1:1 paraprofessionals and a 2 1:1 nurses to assist the teacher in grouping students with their age-appropriate peers. Additionally, students are not all in the classroom at the same time. Students attend home room, special classes, meals and recess with their grade-level appropriate peers. Some students also attend the general education classroom for science and social studies.

Program Position #24

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	4	0.5
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	6	0.5

Program Position #25

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	8	0.75
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	2	0.25

Program Position #26

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Masontown 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	4	0.75
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	2	0.25

Program Position #27

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plava Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	11	0.75
Plava Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	3	0.25

Program Position #28

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plava 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	10	0.75
Plava Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	4	0.25

Program Position #29
   Operator: School District
   PROGRAM DETAILS
      Type:
      Implementation Date:
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
D Ferd Swaney Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 11	5	1

Justification: This is the only Autistic Support class within the District due to the historically small number of students who require full-time AS. This classroom has 2 classroom paraprofessionals to assist the teacher in grouping students with their age-appropriate peers. Additionally, students are not all in the classroom at the same time. Students attend home room, special classes, meals and recess with their grade-level appropriate peers. One student currently has a modified school day and another is temporarily receiving homebound instruction for medical concerns. At most times, the student to staff ratio is 1:1, ensuring that each student is receiving a maximum amount of individualized instruction support.

Program Position #30
   Operator: School District
   PROGRAM DETAILS
      Type:
      Implementation Date:
   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
D Ferd Swaney Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	12	0.75

Justification: This school has the lowest number of LS students. There are also 2 classroom paraprofessionals to assist with supporting students in small age and grade-level appropriate instructional groups. Additionally, students follow the schedule of their grade levels, and not all students are in the LS classroom at the same time.

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
D Ferd Swaney Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	4	0.25

Justification: This school has the lowest number of LS students. There are also 2 classroom paraprofessionals to assist with supporting students in small age and grade-level appropriate instructional groups. Additionally, students follow the schedule of their grade levels, and not all students are in the LS classroom at the same time.

Program Position #31
   Operator: School District
   PROGRAM DETAILS
      Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
AL Wilson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	3	0.25
AL Wilson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	7	0.75

Program Position #32

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
AL Wilson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	6	0.75
AL Wilson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	1	0.25

Program Position #33

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.75
Smithfield Elementary School	An Elementary School	A building in which General	Itinerant	Learning Support	5 to 8	3	0.25

	Building	Education programs are operated					

Program Position #34

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Friendship Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	3	0.25
Friendship Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.75

Program Position #35

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Friendship Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	4	0.25
Friendship Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	5	0.75

Program Position #36

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	38	0.6
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.							
Albert Gallatin Area Senior High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	7	0.2
Fayette County Career and Technical Institute	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	18 to 21	5	0.2

Program Position #37

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	9	0.2
Masontown Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	20	0.4
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.							
Friendship Hill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	22	0.4
Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.							

Program Position #38

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Albert Gallatin North Middle School	A Middle School Building	A building in which General	Itinerant	Speech and Language	11 to 15	7	0.3

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		Education programs are operated		Support			
Plava Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	26	0.5

Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.

| New Directions | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 7 to 10 | 2 | 0.1 |
| New Directions | A Junior/Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 11 to 14 | 2 | 0.1 |

Program Position #39
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
AL Wilson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	36	0.6

Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.

| D Ferd Swaney Elementary School | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 12 | 26 | 0.4 |

Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.

Program Position #40
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Albert Gallatin South Middle School	A Middle School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	11 to 15	22	0.35

| Friendship Hill Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 11 | 9 | 0.15 |

Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.

| Albert Gallatin Area Senior High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 14 to 20 | 14 | 0.2 |

Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.

| Masontown Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 9 | 13 | 0.2 |

Justification: This speech teacher works with students individually or in age-appropriate small groups. Variances in grade levels are not in the speech room at the same time.

Program Position #41

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Smithfield Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	4	0.25
Smithfield 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 12	10	0.75

Program Position #42

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
AGHS	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	15 to 19	10	0.25

		operated					
AGHS	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 19	15	0.75

Program Position #43

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
AGHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.25
AGHS	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	14	0.75

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	AGASD Central Office	1
Lead Support Teacher	AGHS	1
Special Education Paraprofessionals	Various Buildings	11
Guidance Counselors	All buildings	8
School nurse	Each school building	5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Lead Support Teacher	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	5 Days
Social Worker	Intermediate Unit	5 Days
Social Worker	Intermediate Unit	5 Days

Social Worker	Intermediate Unit	5 Days
Occupational Therapist	Intermediate Unit	3 Days
Occupational Therapist	Intermediate Unit	3 Days
Physical Therapist	Intermediate Unit	3 Days
Physical Therapist	Intermediate Unit	2 Days
28 Special Education Paraprofessionals	Intermediate Unit	5 Days
Interpreter	Intermediate Unit	5 Days
Interpreter	Intermediate Unit	5 Days
5 1:1 Nurses	Outside Contractor	5 Days

School Patterns

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?

Elementary School Trends and Patterns from 2012-13 SY to 2013-14 SY

3 of 6 elementary schools show significant gains in Advanced Science Achievement (+13.05, +9.64, + 12.35)

1 of 6 elementary schools shows a notable decline (-6.76) in Advanced Science Achievement

5 of 6 elementary schools show an increase in Science Growth (+45, +24, +11, +24, +29)

4 of 6 elementary schools show an increase in Reading Growth (+15, +24, +22, +16)

4 of 6 elementary schools show an increase in Grade 3 Reading Achievement (+18.28, +11.11, +8.43, +10.18)

5 of 6 elementary schools show a decrease in Math Achievement (-11.67, -14.29, -6.33, -6.73, -5.48)

Writing Achievement decreased in 3 of 6 elementary schools (-8.56, -18.41, -9.55), but increased in 1 of the 6 schools (+19.81)

Secondary School Trends and Patterns from 2012-13 SY to 2013-14 SY

Both middle schools declined in Math/Algebra Growth (-41.5, -15.75)

Both middle schools declined significantly in Reading Growth (-50, -44)

Both Writing Achievement and Writing Growth decreased (-10.47, -30) at AG South middle school, but increased (+18.77, +26) at AG North middle school

There was an increase (+6.71) in the percentage of students scoring a 3 or higher on AP Exams at the high school

PSAT participation increased (+7.31) as did SAT/ACT Achievement (+12.9) at the high school

Although there was a decline (-8.74) in Advanced Achievement in Algebra at the high school, there was a gain (+7) in Algebra Growth

There was a significant decline in Biology Growth at the high school (-26)

There was a decline in high school students' Industry Competency Achievement results (-13.15)

District Accomplishments

Albert Gallatin High School

- Maintained Green Performance Range
- Noteworthy Performance Measure Improvements
  - +12.9 SAT/ACT Achievement
  - +7.0 Algebra I Growth
  - +7.31 PSAT Participation
  - Extra Credit + 6.71 AP Score 3 or Higher

Albert Gallatin North Middle School

- Noteworthy Performance Measure Improvements
  - +18.77 Writing Achievement
  - +22.0 Science Growth
  - +26.0 Writing Growth

Albert Gallatin South Middle School

- Noteworthy Performance Measure Improvements
  - +11.8 in Science Achievement
  - Extra Credit +6.13 Science Advanced Achievement

AL Wilson Elementary School

- Noteworthy Performance Measure Improvements
  - +19.81 Writing Achievement
  - +8.43 Grade 3 Reading Achievement
  - +11.0 Science Growth

D Ferd Swaney Elementary School

- Increased +2.8 in Overall SPP Score (Shifted from Yellow to Green Performance Range)
- Noteworthy Performance Measure Improvements

- +22.0 Reading Growth
- +24.0 Science Growth
- Extra Credit +9.64 Science Advanced Achievement

Friendship Hill Elementary School

- Increased +8.5 in Overall SPP Score (Shifted from Yellow to Green Performance Range)
- Noteworthy Performance Measure Improvements
- +5.34 Reading Achievement
- +5.34 Science Achievement
- +8.78 Writing Achievement
- +10.18 Grade 3 Reading Achievement
- +16.0 Reading Growth
- +29.0 Science Growth
- Extra Credit +12.35 Science Advanced Achievement

George Plava Elementary School

- Increased +11.1 in Overall SPP Score (Shifted from Red to Yellow Performance Range)
- Noteworthy Performance Measure Improvements
- +15.22 Science Achievement
- +25.0 Math Growth
- +45.0 Science Growth
- Extra Credit +13.05 Science Advanced Achievement

Masontown Elementary School

- Increased +1.5 in Overall SPP Score (Maintained Red Performance Range)
- Noteworthy Performance Measure Improvements
- +18.28 Grade 3 Reading Achievement
- +15.0 Reading Growth

Smithfield Elementary School

- Increased +6.6 in Overall SPP Score (Shifted from Yellow to Green Performance Range)

- Noteworthy Performance Measure Improvements
    - +6.53 Reading Achievement
    - +18.36 Science Achievement
    - +11.11 Grade 3 Reading Achievement
    - +24.0 Reading Growth
    - +24.0 Science Growth
    - Extra Credit +15.91 Science Growth
    - Extra Credit +6.52 Writing Growth

District Concerns

Albert Gallatin High School

- Declined -2.1 in Overall SPP Score (Maintained Green Performance Range)
- Noteworthy Performance Measure Declines
    - -13.15 Industry Competency Achievement
    - -26.0 Biology Growth
    - Extra Credit -8.74 Algebra I Advanced Achievement

Albert Gallatin North Middle School

- Declined -2.8 in Overall SPP Score (Maintained Yellow Performance Range)
- Noteworthy Performance Measure Declines
    - -41.5 Math/Algebra I Growth
    - -50.0 Reading Growth

Albert Gallatin South Middle School

- Declined -7.2 in Overall SPP Score (Shifted from Green to Yellow Performance Range)
- Noteworthy Performance Measure Declines
    - -10.47 Writing Achievement
    - -15.75 Math/Algebra I Growth
    - -44.0 Reading Growth
    - -30.0 Writing Growth

AL Wilson Elementary School

- Decreased -5.0 in Overall SPP Score (Shifted from Light Blue to Green Performance Range)
- Noteworthy Performance Measure Declines
  - -6.73 Math Achievement
  - -6.96 Science Achievement
  - -23.0 Math Growth
  - -25.0 Reading Growth
  - -9.0 Writing Growth
  - Extra Credit -6.71 Reading Advanced Achievement
  - Extra Credit -6.76 Science Advanced Achievement

D Ferd Swaney Elementary School

- Noteworthy Performance Measure Declines
  - -7.84 Science Achievement
  - -8.57 Grade 3 Reading Achievement

Friendship Hill Elementary School

- Noteworthy Performance Measure Declines
  - -5.48 Math Achievement
  - Extra Credit -7.02 Reading Advanced Achievement

George Plava Elementary School

- Noteworthy Performance Measure Declines
  - -11.67 Math Achievement
  - -8.56 Writing Achievement

Masontown Elementary School

- Noteworthy Performance Measure Declines
  - -14.29 Math Achievement
  - -18.41 Writing Achievement
  - -10.0 Writing Growth

○   Extra Credit -7.93 Math Advanced Achievement

Smithfield Elementary School

•   Noteworthy Performance Measure Declines
○   -6.33 Math Achievement
○   -9.55 Writing Achievement
○   -17.0 Math Growth
○   -12.0 Writing Growth
○   Extra Credit -6.06 Math Advanced Achievement

Needs Assessment

Prioritized Systemic Challenges as Determined by Systems Analysis

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

Systemic Challenge #2 *(System #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Systemic Challenge #3 *(System #11)* Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Systemic Challenge #4 *(System #13)* Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Systems Analysis—Guiding Questions

Chapter 4 Changes - This section is required

1

Is there a system within the district that fully ensures consistent implementation of standards aligned curricula across all schools for all students?

Systemic Challenge:

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

Evidence:

Curriculum guides exist for all courses, delineating what students should know and be able to do by quarter. Curriculum guides serve to inform parents, students, and other interested parties of curricular expectations across courses and grade levels.

The district's curriculum maps serve to provide structure for teachers. The Standards and Curriculum Framework sections of PDEs Standards Aligned System were used to inform the curriculum development process. Components of the LEA's curriculum maps include:

- Content
- Skills
- Suggested Learning Activities
- Estimated Time Required
- Required and Suggested Instructional Resources
- Formative and Summative Assessment Measures
- Applicable PA Core or PA Academic Standards
- Applicable Eligible Content

Teachers utilize curriculum maps as a guide for establishing and addressing instructional objectives in a sequential manner. A tremendous amount of attention has been devoted to the development and alignment of curricula in the areas of Mathematics, English Language Arts, and Science. The district is in the process of establishing a cycle for periodic review, alignment, and refinement of curriculum across all subject areas. During the 2014-15 school year, a curriculum audit will be conducted for K-12 Social Studies courses.

Another initiative underway is to revise curriculum guides and make them accessible to the general public via the district's website. Also, curriculum maps must be made available to teachers and administrators on a shared drive. Finally, it is imperative that building administrators play an active role in ensuring the consistent implementation of standards aligned curricula in every existing course.

Systemic Deficiencies:

- A curriculum audit process is an established, periodic practice during which the district reviews and ensures the alignment of district curricula with state standards.
- The curricula for all courses are accessible to all teachers via appropriate, user-friendly technology.
- The district's administrative team holds all building administrative teams accountable for the consistent implementation of standards aligned curricula in every classroom of each school.

2

Is there a system within the district that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school?

Evidence:

The district's intentional professional development focus over the past two years has established firm performance expectations relative to effective instructional design and practices. Large group, small group, and job embedded professional development as well as instructional coaching, supervisory walkthroughs, and formative feedback have served to reinforce the district's expectations for effective lesson design, formative assessment/feedback, and cognitive engagement. Because the Danielson framework contains several indicators that address the LEA's professional development foci, teachers have received a tremendous amount of supportive feedback via routine lesson plan reviews, supervisory walkthroughs, pre-conferences, formal observations, and post-conferences.

Systemic Deficiencies:

None

3

Is there a system within the district that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices?

Systemic Challenge:

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

Evidence:

The district utilizes several standards aligned benchmark assessments to monitor the progress of student achievement over the course of an academic year, including DIBELS Next, GMADE, 4 Sight, Study Island, and Quarterly Writing Prompts. Additionally, multiple forms of curriculum based assessments are used to measure students' mastery of standards-aligned curricula. Diagnostic assessments (e.g., GMADE, DIBELS Next, Really Great Reading, Quick Phonics Screener, ALEKS, Curriculum-based Diagnostic Assessments, Study Island Adaptive Instructional Program) are utilized to identify and address students strengths, weaknesses, knowledge, and skills.

Secondary teachers have started to develop end of course common assessments to be used in a summative capacity. This initiative needs to continue with momentum. The assessments reflect 21st Century competencies and levels of rigor commensurate with the PA Core Standards. Teachers will

require a high level of support as they learn to construct assessment instruments that challenge students at the Webb's DOK levels represented in the PA Core Standards. They will also require intensive and classroom embedded professional development as they learn to modify pedagogy in ways that coincide with next generation assessments.

The OnHand Schools Data Window has been instrumental in providing comprehensive, relevant and up-to-date information to K-12 teachers, principals, and administrators via an intuitive Web-based interface. This tool has enabled teachers to focus curriculum, lessons, and resources on the most pressing academic needs of each group of students entrusted to their care. However, there is a need to take teachers' competencies with accessing and using data to the next level so they can continuously improve their abilities to deliver effective instruction in student-centered learning climates.

The LEA communicates the results from standardized summative assessments in the following ways:

1. Parent reports are mailed or carried home in students' Wednesday folders.
2. An overview of the PA School Performance Profile accountability system and how ratings are determined is described on the district website.
3. A link to the public PA School Performance Profile site is provided on the district website.
4. In aggregate form, the results from standardized summative assessments are reported to parents and the educational community via newsletters, through the local media, and at school board meetings.

Systemic Deficiencies:

- The district's administrative team holds all building administrative teams accountable for the consistent, formative use of standards aligned assessments at the classroom level to provide feedback that is used to adjust ongoing teaching and learning.
- The district's administrative team uses standards aligned summative assessment results to inform program decisions.

4

Is there a system within the district that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans and content resources) are aligned with state standards and are fully accessible to teachers and students?

Evidence:

The district has a sound system for reviewing, evaluating, and selecting materials and resources to support standards aligned instruction. Teacher leaders who teach the course of focus and have a high level of familiarity with relevant standards work with administrators to develop a rating form which contains important criteria for judging the quality of potential products. The criteria typically addresses

alignment with academic standards, vertical articulation, provisions for differentiation and diverse learning needs, quality assessments, adequate supplemental resources, usability, etc.

The team requests samples of and reviews potential products. Often, consultants are invited in to discuss the most salient features of products. The teacher leader team narrows the selection to 3-4 potential products, and samples of the products are piloted throughout the district.

All teachers of the course are then invited to an evening event where publishing companies conduct informational presentations and the teachers who piloted products field questions from colleagues. Teachers rate the quality of potential products using the rating form developed by their colleagues and administrators. The teacher leader team reconvenes to tally ratings and discuss colleagues' comments regarding potential products. The team then prepares correspondence to announce the product selected for adoption and to communicate its strengths.

On a smaller scale, teachers assigned to specific departments and grade levels review and evaluate supplemental resources, checking alignment with standards and curricular objectives, before submitting a proposal for purchase and a plan for usage. The proposal must first be reviewed and approved by the building administrator before it is sent to district administrators. This process is utilized for the selection of instructional software, remedial resources, and test prep products.

Systemic Deficiencies:

None

5

Is there a system within the district that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates?

Evidence:

As described in the Safe and Supportive Schools narrative entitled Assisting Struggling Schools, the following programs, initiatives, and supports ensure that barriers to student learning are addressed in order to increase student achievement and graduation rates. The district houses two Pre-K Counts classrooms and communicates Kindergarten entry skill expectations via checklists and visitations to early childhood facilities in the area. The LEA invites representatives from early childhood organizations to Federal Program meetings and sends representation to community-based early childhood meetings. The district also hosts elementary school visitations for Headstart students and invites them to attend student performances and programs.

Every elementary school in the district utilizes the comprehensive school improvement planning process to address site-based challenges derived from longitudinal trends in performance, behavior, and demographic data. Responsive supports are provided as warranted by site-based analyses. Currently, five of six elementary schools offer tutoring services to students during the school day via a partnership with Connecting to Classrooms. The district's lowest performing elementary school is afforded the most extensive assistance. Based on students' profound needs for academic and affective supports, Masontown Elementary employs the services of a school counselor, social worker, and literacy specialist

assigned exclusively to the building. A cultural competence consultant is also utilized to diffuse diversity related crisis situations and to provide training on effective interaction techniques and behavior management.

Parent and community outreach efforts abound, along with initiatives designed to link families with social service agencies. The school offers an evening series of programs that equip participants with strategies for developing early literacy skills, supporting reading instruction, and dealing with challenging behaviors at home. Childcare and meals are provided, which greatly enhances participation. The school has also instituted programs that solicit the involvement of parents during the school day, such as "Learn with Me Lunch" and "It's Great to be Grand."   A call/text alert system, newsletters, Wednesday folders, student handbooks, district and school websites, and social media announcements (e.g., Facebook, Twitter) are all used to establish and maintain strong family-school relations and to keep parents informed. Another family support initiative in the works involves housing a Center for Adult Success on school grounds at Masontown elementary, where parents and community members can partake in a GED program, receive resume building assistance, learn about long-range planning, and connect with social support services.

Middle school teachers apply Tier I and Tier II interventions within a double instructional period block. An Enrichment Seminar Period (ESP) is to optimize student potential through enrichment and/or intervention activities that are tailored to students' individual interests and/or academic needs. The Read 180 program is utilized to build the reading skills of students who struggle with the English Language Arts curriculum. Additionally, middle level educators, counselors, and administrators piloted the Early Warning Dashboard Initiative to identify students at risk of dropping out and to build a repertoire of responsive interventions designed to combat risk factors. The Early Warning System is utilized to "flag" students that are in trouble and to intervene in a timely manner. Eighth graders who are deemed to be at risk of dropping out are invited to participate in the Summer with Albert Gallatin (S.W.A.G.) program, a summer program designed to foster resilience, cultivate responsibility, and develop relationship building skills for students at high risk of school failure or drop out.

The district has several programs in place to ease transition. Step Up Day is an activity designed foster student success for fifth graders transitioning to middle school and eighth graders transitioning to high school. Students and their parents are invited in prior to the first day of school to meet the principal(s), faculty, and other school personnel; to become acclimated to the layout of the new school via a scavenger hunt; and, to run through their schedules on a day when the building is relatively empty and advisors are on hand to answer questions. A College and Career Transition Coordinator works with middle and high school students on career planning; provides guidance to students and parents on financial aid options; coordinates work-based learning opportunities; and, assists students in developing education plans that include consideration of postsecondary education, apprenticeships, training schools, etc.

High school students who are at risk of failure or in need of additional academic or behavioral supports have a variety of options from which to choose. Three full time tutors staff an Academic Excellence Lab, where students can receive reinforcement and remedial instruction. All tutors hold instructional certification. At times, the tutors "push in" to general education classrooms to support students. Other times, they pull students out to the Academic Excellence Lab or fill in for the general education teacher as he/she provides remedial instruction. Students also have the option to enroll in Restart, Reset, and Recovery courses. A behavior support therapist resides in the Positive Behavior Support room. Her role is to provide therapeutic behavior support services and to ensure that students who would otherwise be suspended at home stay on track academically. We have seen a steep decline in behavioral infractions

since the institution of the Positive Behavior Support Program. Lastly, every building has a fully operational Student Assistance Program, dedicated to helping students overcome barriers to learning in order that they may remain in school, achieve success, and advance at an optimal rate.

Systemic Deficiencies:

None

6

Is there a system within the district that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent?

Evidence:

The AGASD annually provides parents with multiple means of accessing Child Find activities. A joint annual public notice, in collaboration with all school districts in Fayette County, is published in the county's largest newspaper, the Herald Standard, in August. The same information is also published in all student handbooks and is available on the district website.

Procedures are in place to document the unduplicated number of identified SES students, such as review of student data in the district student database, MMS, as well as constant review of student data in IEP writer, the computer program which generates all special education paperwork as well as Penndata submissions. The joint submissions of Penndata and PIMS uploads provides an excellent cross-check for correct student data in both data programs. Both the Special Education Director and the PIMS Coordinator actively participate in Data Quality Network meetings at Intermediate Unit One.

Statements 6.3, 6.4, 6.5, and 6.6 are all addressed in the Special Education Plan, but will also be highlighted in this section. The AGASD currently doesn't have a 1306 facility within the boundaries of the AGASD. The AGASD also does not have a Correctional Facility within district boundaries, but two neighboring school districts do house a County Jail (Uniontown Area School District) and a State Correctional Facility (Brownsville Area School District). The LEA representative of the AGASD meets monthly with the other LEA's in Fayette County, which includes the LEA's from the BASD and the UASD. Frequent communication and collaboration among districts ensures that students who would enter a correctional facility in either of these school districts would be quickly addressed and records would be provided to the appropriate individuals and school entities.

The AGASD strives to ensure that students are being served in the Least Restrictive Environment to the maximum extent possible for each individual student. When IEP teams meet, the least restrictive environment is always the first option considered. Student placement decisions are made at individual team meetings; the AGASD does not implement a "one size fit all" approach. The AGASD offers a variety of placement options within the school district (as detailed in the Special Education Plan), as well as supplementary aids and services occurring in all settings, to ensure that students are able to participate

with their non-disabled peers to the maximum extent possible. On-going training has occurred, and will continue to occur, on topics related to LRE, such as co-teaching, differentiated instruction and the use of positive behavior supports, to name a few.

On-going training has occurred annually at all levels to further develop administrators', teachers' and other staff members' expertise in the area of the use of positive behavior supports. The AGASD also annually trains a cross-section of staff members in verbal de-escalation techniques and non-violent crisis intervention to ensure that appropriate measures are taken in the unlikely event that a student would be acting out in a harmful manner, toward himself or other staff members.

The AGASD also has a variety of supports in place at each building to ensure that positive behavior supports are utilized for both general and special education students, such as community agency representatives who come into the school to collaborate with teachers, administrators and support personnel, active SAP teams at the secondary level which utilize multiple resources, guidance counselors who are proactive by frequently going into all classrooms for lessons that emphasize anti-bullying, disability and diversity awareness, and social skills. The AGASD also contracts through Intermediate Unit One for 4 social workers who work closely with administrators, guidance counselors and teachers to implement positive behavior support techniques in the classroom and school-wide.

Methods analyzing the continuum of services are on-going by the administration and Special Education Director (LEA representative). The AGASD does have a large number of students moving into and out of the district throughout the course of any given school year, and the District is able to meet the needs of all students at this time. The District does have many options available for students whose needs exceed those which can be provided in the general education school building. This continuum of placement options is evidenced by the fact that the AGASD currently has students placed in therapeutic programs (which are not available within district buildings), Approved Private Schools, such as the Western PA School for Blind Children and several others, and private schools for autism such as the Highlands Hospital program. If a student need would arise for which the AGASD could not locate an appropriate placement, the Intermediate Unit One Interagency Coordinator would be contacted so that the team could discuss options.

The LEA has policies and procedures in place to ensure safe, supportive learning environments that safeguard the academic success of students. The district utilizes its multi-hazard response handbook with fidelity and ensures that all school personnel have a high level of familiarity with it. Programs that help students develop coping skills and the confidence feel safe in the school environment are in place at all levels of the school system (e.g., Student Assistance Programs, Summer with Albert Gallatin, Positive Behavior Support Program). Student assemblies emphasize relationship building and respect for diversity. Additionally, school safety guidelines, governing substance abuse, violence, cyber bullying, etc. are outlined in student handbooks and reviewed annually. All faculty, staff, and administrators have been trained on effective reaction techniques for active shooters armed intruders. The district employs 5 full time security guards and 4 school police officers who have law enforcement and arrest powers. The security guards and school police maintain a high level of visibility across the district and conduct searches routinely.

Parent and community outreach efforts abound, along with initiatives designed to link families with social service agencies. The LEA hosts evening programs that equip parents with strategies for developing early literacy skills, supporting reading instruction, and dealing with challenging behaviors at home. Middle level educators, counselors, and administrators piloted the Early Warning Dashboard Initiative to identify

students at risk of dropping out and to build a repertoire of responsive interventions designed to combat risk factors. The Early Warning System is utilized to "flag" students that are in trouble and to intervene in a timely manner. Eighth graders who are deemed to be at risk of dropping out are invited to participate in the Summer with Albert Gallatin (S.W.A.G.) program, a summer program designed to foster resilience, cultivate responsibility, and develop relationship building skills for students at high risk of school failure or drop out.

High school students who are at risk of failure or in need of additional academic or behavioral supports have a variety of options from which to choose. Three full time tutors staff an Academic Excellence Lab, where students can receive reinforcement and remedial instruction. All tutors hold instructional certification. At times, the tutors "push in" to general education classrooms to support students. Other times, they pull students out to the Academic Excellence Lab or fill in for the general education teacher as he/she provides remedial instruction. Students also have the option to enroll in Restart, Reset, and Recovery courses. A behavior support therapist resides in the Positive Behavior Support room. Her role is to provide therapeutic behavior support services and to ensure that students who would otherwise be suspended at home stay on track academically. We have seen a steep decline in behavioral infractions since the institution of the Positive Behavior Support Program.

Every building has a fully operational Student Assistance Program, dedicated to helping students overcome barriers to learning in order that they may remain in school, achieve success, and advance at optimal rates. Also, the district maintains a Health and Wellness Committee comprised of teachers, school nurses, food service personnel, and administrators, whose mission is to promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Finally, policies and procedures are in place, such as adherence to all state-mandated data collection, which helps to ensure adherence to regulation-required actions. Examples of this would be Penndata and PIMS student uploads which in and of themselves are a good tool for analyzing implementation of regulation-required actions regarding student data and paperwork compliance in a timely manner. The LEA representative also attends monthly training meetings at Intermediate Unit One in order stay current with regulations. The LEA representative also attends monthly meetings with other LEA representatives in Fayette County with the Special Education Bureau Advisor to further discuss regulations in a smaller group. In addition to these regular activities, the LEA representative and 2 lead support teachers continuously review paperwork for compliance as student meetings are conducted. Daily communication with building administrators occurs to discuss special education issues, and building administrators are updated at each principals' meeting regarding special education issues. This is evidenced by Special Education agendas provided to each principal at the meetings, in which each agenda item is discussed with the group by the Special Education Director. The Special Education Director also frequently encourages participation by the building administration in trainings provided by PaTTAN and Intermediate Unit One regarding special education topics.

Systemic Deficiencies:

None

7

Is there a system within the district 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?

Evidence:

The AGASD actively participates in Early Intervention Transition Meetings with a variety of district personnel in attendance to ensure continuation of needed services and a seamless transition from EI programs to School-Age programs. Also, a County-wide Child Find Identification program has been developed in collaboration with other school districts in Fayette County. Information regarding the program is publicized via newspapers as well as through each school district's website. In the AGASD, Child Find Information is also published in student handbooks.

The LEA utilizes numerous screening and diagnostic assessments to identify the needs of at risk students, including DIBELS Next, GMADE, Really Great Reading, Quick Phonics Screener, ALEKS, Curriculum Based Diagnostic Assessments, and Computer Adaptive Study Island Diagnostic Assessments. Once academic needs are identified, supportive interventions are applied through Response to Instruction and Intervention (RtII) programs, enrichment/intervention periods, tutoring services, extended instructional blocks, Reset/Recovery/Restart courses, and alternative and/or supplemental curricula. The efficacy of interventions and programs is assessed regularly through progress monitoring techniques and via the use of benchmark and formative assessment measures. Progress is reported, and adjustments are made accordingly.

The district currently offers RtII to all students K-2 to provide more intensive reading instruction to those students who demonstrate the need. This is essential in helping to level the playing field for students who enter School Age programs without having had the benefit of instruction in a structured setting. The RtII program is expanding to grades 3-5, in buildings that are able to accommodate personnel requirements.

Although a formal RtII program is not officially instituted at the intermediate, middle and high school levels of the system, processes for achieving the following RtII components are in place:

1) Identifying students' individualized learning and behavioral needs;

2) Delivering responsive interventions;

3) Monitoring the efficacy of interventions; and,

4) Adjusting or maintaining interventions accordingly.

At the middle school level, this is accomplished through the enrichment seminar period, the goal of which is to optimize student potential through enrichment and/or intervention learning activities that are

tailored to students' individual interests and/or academic needs. At the high school, students' individualized needs are met through remedial tutoring services and/or restart, reset, recovery, and accelerated course options.

The Albert Gallatin Area School District offers a full continuum of services for students who warrant specialized educational programs, including Learning Support, Life Skills Support, Emotional Support, Autistic Support, Speech and Language Support, Hearing Support, Vision Support. The following related services are also available to students who need them: Speech and Language as a related service, Occupational Therapy, Physical Therapy, Social Work Services, Nursing Services, Special Transportation, Vision Support as a related service, Hearing support as a related service, and Orientation and Mobility.

IEP teams make determinations about educational programming with the goal of educating students who have disabilities with non-disabled peers in the least restrictive, most appropriate environment. Adaptations, accommodations, modifications, supplemental services, and assistive devices are utilized as needed to enable students with disabilities to access the general education curriculum and succeed in the least restrictive environment. Differentiation and co-teaching are utilized throughout the district. General and special education teachers in co-teaching partnerships plan and deliver instruction in tandem. The district uses an alternate lesson planning template (lesson plan addendum) for special education co-teachers to plan appropriate supportive strategies, adaptations, accommodations, and modifications that will enable success in general education classrooms with rigorous, standards-aligned curricula.

Special Education teachers communicate frequently (weekly in most cases) with general education teachers through grade level and/or departmental meetings at all levels. Special education case managers provide general education teachers with the names of the students with IEP's in their classrooms, as well as copies of each students' specially designed instruction. When there are concerns regarding student needs and/or progress, there are multiple opportunities for the general education instructors to discuss these with the special education case managers at grade level and/or departmental level meetings. General education teachers are also collaborating with special education teachers quarterly to report progress toward IEP goals and objectives.

Systemic Deficiencies:

None

8

Is there a system within the district that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members?

Evidence:

The district consistently communicates and enforces the requirements of the Attendance Policy. Requirements, stipulations, procedures, and penalties relative to the policy are communicated in student

handbooks and posted on the district's website. Attendance requirements are conveyed to students through class meetings, orientation activities, and transition initiatives (e.g., Step Up Day, Bridge to High School, Summer with Albert Gallatin, Freshman Seminar). Each year, the attendance policy is reviewed during faculty meetings. Also, teachers have easy access to attendance data through the Edinsight Data Window, thus are able to ascertain whether/not chronic absences serve as a barrier to school success.

Systemic Deficiencies:

None

9

Is there a system within the district that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process?

Evidence:

The LEA's code of conduct is published in the student handbook. It delineates expectations and consequences for student behavior. A thorough annual review ensures that students, families, and school personnel are familiar with the expectations and that procedures are enforced with fidelity. The MMS student information system is used to track and code behavioral infractions and the consequences applied. This data is imported to both the EdInsight Data Window and the Early Warning System Dashboard which offer easy access to teachers, counselors, and administrators. The district has clear parameters for record keeping and report production related to violations of student conduct policies. And, the central office administrative team holds all building administrative teams accountable for complying with and fully implementing district-endorsed student conduct policies in their schools. In instances where discrepancies in coding infractions and/or applying appropriate consequences are detected, inconsistencies are addressed promptly.

A comprehensive school climate survey was recently conducted. The LEA worked in tandem with the National Center for School Climate to gather accurate and reliable perceptual data from students, staff members and parents. Although the data was communicated to high school faculty during a professional development activity designed to improve school climate, it was not widely disseminated to all survey participants. Widespread dissemination and meticulous action planning must occur to inform and establish a district-wide continuous improvement process.

In every building, teachers and students are recognized by for accomplishments in personal achievement, service and/or leadership. Some methods of recognizing the excellence or accomplishments of students and staff include:

- Student of the Month Programs
- Awards Assemblies
- Recognition at Board Meetings
- Teacher of the Month—Silver Colonial Awards

- Bulletin Board Announcements
- School Newspaper/Newsletter Announcements
- Social Media Recognition

District and Building Administrators, as well as Athletic Directors, Attendance Officers, and Faculty Advisors, ensure that all extracurricular and interscholastic activities fulfill the highest standards of performance; satisfy the rules and regulations set by appropriate governing bodies; and, maximize the participation of students in these activities regardless of gender, race, religion or national origin. This is accomplished by attending PIAA governance meetings, enforcing codes of conduct established for student organizations, and documenting service hour requirements.

The district's administrative team holds all building administrators responsible for engaging families in their children's school life in a manner appropriate to the characteristics of the families served. Some operational family involvement programs include: Middle School Math Night, Literacy Night, Curriculum Night, Arts/Academics Extravaganza, Open Mic Night, Holiday Performances, Theatrical Productions, Learn with Me Lunch, Grandparents' Breakfast, Muffins with Mom, Pancakes with Pops, and educational information sessions for parents (e.g., FAFSA, How to Help your Child with Homework, Step Up Day). The LEA also partners with parents via the School Improvement Grant Advisory Council, the Title I Parent Advisory Council, and the K-12 Guidance Advisory Board.

Systemic Deficiencies:

None

10

Is there a system within the district that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees, is comprehensive and is implemented with fidelity in order to meet the specific needs of students?

Evidence:

As described in the Professional Education section of the plan, the district has maintained a narrow focus on professional development activities designed to improve teaching and learning over the past two years. Specifically, professional development activities repeatedly reinforced effective lesson design/delivery, formative assessment/feedback, and cognitive engagement. Teachers received training and implementation support via large and small group training sessions, coaching, modeling, and individual conferences. The advent of the Act 82 Educator Effectiveness System strengthened linkages between the LEA's professional development foci and supervisory practices. Performance expectations that had been established through professional development activities were reinforced by administrators through lesson plan reviews, walkthrough observations, and formal observations. The Danielson model competencies were perfectly correlated with the performance expectations established through professional development activities. Also, the Standards Aligned System became populated with a wide array of resources and courses aligned to the Danielson competencies to support struggling teachers.

The LEA hosts a variety of professional development activities, which fall into one or more of the following categories:

- **Those that are driven by PDE initiatives--** Educator Effectiveness, School Performance Profile, Student Learning Objectives
- **Those that are aligned with district goals and priorities--** Effective Lesson Design/Delivery, Formative Assessment/Feedback, Cognitive Engagement, Student and Teacher Defense (A.L.I.C.E.)
- **Those that are needs-based, driven by teacher and/or student data--**Reading/Writing Across Content Areas, Close Reading Technique
- **Those that are proposed and driven by teacher leaders--**Alignment of Music Education Curricula to PA Core Standards

Other topics recently addressed through professional development activities were either needs-based or driven by PDE initiatives. Teachers received training relative to differentiated instruction for students with diverse learning needs; teaching reading through content area instruction; the educator effectiveness system; the school performance profile; and, student learning objectives.

Administrators the Albert Gallatin Area School District function as instructional leaders and have a high level of participation in planning professional development activities. They regularly utilize collaboration time at the building level to conduct data analysis activities with teachers, who in turn adjust instruction accordingly. The continued involvement of both building and district level administrators in long-range professional development planning is critical to ensuring that teachers aren't impacted by more than six total district and/or professional education initiatives. Balanced administrative involvement is also important to ensure that on-going implementation is supported with the time, money and human resources needed to sustain widespread implementation and accountability.

The district used to have a strong professional education committee that met regularly to; analyze needs assessment data; discuss important initiatives, goals, and priorities; review proposals for professional development topics; and plan professional development activities. When the Act 48 moratorium went into effect, the committee was dismantled. Now that the moratorium has been lifted, it is necessary to resurrect the professional education committee to better account for the professional development needs of all stakeholders; to analyze data from district-wide needs assessments; to review and approve proposals submitted by teacher leaders; to communicate information regarding PDE and district initiatives, goals, and priorities to staff through building reps; and, to evaluate the impact of professional development activities on teaching, learning, and student safety.

Systemic Deficiencies:
None

11

Is there a system within the district that fully ensures teachers and administrators receive timely, effective support and intervention as needed?

Systemic Challenge:

Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Evidence:

All new teachers complete a required induction program and are paired with a mentor who holds a similar position. The mentoring checklist is antiquated and warrants revision to include talking points that are relevant to a new teacher's contemporary needs. Also, the system for managing the district's induction program needs to involve building level supervisors in tracking the completion of induction activities. An induction timeline and documentation process needs to be established.

The LEA participates in the Intermediate Unit #1 Induction Consortium, which provides a consistent induction experience for all new teachers. Novice teachers complete courses through which they acquire foundational competencies (e.g., classroom management techniques, strategies for motivating students, effective instructional techniques, strategies for differentiating instruction, and effective methods of assessmetn) and become acquainted with PDE initiatives including PA Core Standards, Educator Effectiveness System, Standards Aligned System Resources, eMetric and PVAAS Data Systems, and the PA School Performance Profile.

New administrators participate in the Pennsylvania Inspired Leadership Program within the first five years of employment.

Systemic Deficiencies:

- A district administrator or team of administrators is responsible for managing the district's induction program. The program includes frequent observations of inductee practice by coaches/mentors and building supervisors, a mentor selection process, a program timeline and a documentation process.

12

Is there a system within the district that fully ensures classrooms are staffed with highly qualified teachers?

Evidence:

Prior to uploading data to the state, the LEA conducts checks by running PIMS Cognos reports to ensure that Prosoft and MMS/PIMS data link teachers to courses which they are certified to teach. When hiring new personnel, the district interviews candidates who meet the certification requirements for vacancies and then hires the most highly qualified, culturally proficient teachers whose experiences and professional aspirations match student and program needs. When determining teacher assignments, principals seek to match the most effective and highly qualified teachers with struggling and at risk learners.

Systemic Deficiencies:

None

13

Is there a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices?

Systemic Challenge:

Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Evidence:

The LEA utilizes the MMS and Prosoft data systems to ensure the accuracy of student, employee, programmatic, and operational data. Both systems have the capability to produce reports needed for compliance and management purposes. The district employs a Controller to monitor the degree to which the expenditure and accounting of funds meet legal and ethical requirements. The district also undergoes an external audit review of the Annual Financial Report. The PDE Chart of Accounts is used to determine how cost objects are to be coded. MMS and Prosoft reports inform decision making regarding the allocation of resources and provide information necessary to prepare comparability reports.

The Director of Buildings and Grounds ensures that facilities are clean and well maintained through visual inspections, walkthroughs, and consultation with building administrators/personnel. He also ensures compliance with building and safety codes. The district's Safety Committee, Board of Directors, and Buildings & Grounds Committee assist in these efforts.

The LEA has been fortunate to receive funding through multiple grants (e.g., Classrooms for the Future, School Improvement Grant) that enabled the upgrade of technology at various levels of the school system. In order to enhance sustainability, it is necessary to establish and communicate a scheduled

rotation for technology purchases that support the district's instructional priorities and curricular programs.

Systemic Deficiencies:

- The district administration ensures that funding sources support the integration of resources that address instructional priorities aligned with the district's vision and mission and ensures that each school has the resources needed to implement standards aligned curricular programs.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Lesson Plans, Curriculum Maps, Teacher Evaluation Anecdotal Notes, Rigorous Standards-Aligned Common Assessments

Specific Targets: Students will progress optimally on benchmark exams.

Students will demonstrate proficiency on curriculum-based and standardized summative assessments.

Lesson plans will reflect the implementation of a standards-aligned curriculum.

Anecdotal notes from lesson plan reviews and classroom observations will document teachers' implementation of a standards-aligned curriculum.

Strategies:

Cycle for Curriculum Map Revision

Description:

Establish and adhere to a cycle for periodic review, alignment, and refinement of K-12 curriculum maps.

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

Curriculum Map Availability

Description:

Make curriculum maps available to teachers and administrators on a shared internal drive.

SAS Alignment: None selected

Curriculum Guide Revision

Description:

Revise curriculum guides to reflect the content and skills covered each quarter in accordance with curriculum map and pacing guide revisions.

SAS Alignment: None selected

Curriculum Guide Accessibility

Description:

Make curriculum guides accessible to the general public on the district's website.

SAS Alignment: None selected

Building Level Accountability

Description:

Use lesson plan reviews, classroom observations, and conferencing to conduct regular checks for fidelity to the district's standards aligned curriculum maps.

SAS Alignment: None selected

K-12 Department Supervisors

Description:

Institute K-12 department supervisors who meet with departments 1-2 times a year to check curriculum alignment with academic standards; ensure vertical articulation; enhance horizontal consistency; and, review student performance data to identify curricular and/or pedagogical needs.

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

Implementation Steps:

Consistent Implementation of Standards Aligned Curricula

Description:

In order to establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools, for all students, it is necessary to: 1) establish and adhere to a curriculum revision cycle for periodic review, alignment, and refinement of K-12 curriculum maps; 2) make curriculum maps accessible to all teachers and administrators on and internal shared drive; 3) revise the curriculum guides to reflect the content and skills addressed each quarter in accordance with curricular changes; 4) make curriculum guides available to the educational community on the district's website; 5) use lesson plan reviews, classroom observations, and conferencing to check fidelity to the district's standards aligned curriculum maps; and, 6) institute K-12 department supervisors who oversee curriculum alignment audits and ensure vertical articulation as well as horizontal consistency. Curriculum refinement is an ongoing process, thus revisions will occur continuously over a three year period.

Start Date: 7/1/2015   **End Date:** 7/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Cycle for Curriculum Map Revision
- Curriculum Map Availability
- Curriculum Guide Revision
- Curriculum Guide Accessibility
- Building Level Accountability
- K-12 Department Supervisors

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Curriculum-Based Assessments, Lesson Plans

Specific Targets: Students will be challenged to think at the Webb's Depth of Knowledge levels required by the PA Core standards.

Both pedagogical practices and assessment items will reflect a level of rigor commensurate with the PA Core Standards and 21st Century competencies.

Students will successfully demonstrate proficiency with 21st Century competencies and higher order thinking skills.

Strategies:

Common Assessment Development

Description:

Expand upon the development of curriculum-based mid-course and end-of-course common assessments to include every secondary English, Math, Science, and Social Studies course.

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

Audit of Curriculum-Based Assessment Items

Description:

Audit curriculum-based assessment items to determine the level of rigor at which students are being challenged to think.

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

Modification of Curriculum-Based Assessment Items

Description:

Modify curriculum-based assessment items as needed to reflect levels of rigor commensurate with the PA Core standards and incorporate 21st Century competencies.

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

Instructional Coach

Description:

Provide teachers intensive, job-embedded professional development as they learn to modify pedagogy in ways that are consistent with the expectations for rigor on curriculum-based assessments.

SAS Alignment: Instruction, Materials & Resources

Pedagogical Accountability

Description:

Assess the extent to which teachers are employing pedagogy consistent with the expectations for rigor on curriculum-based assessments.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Standards Aligned Assessments

Description:

In order to fully ensure that staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices, it is necessary to develop common assessments that evaluate the extent to which students master the competencies outlined in standards aligned curricula. The PA Core standards call for a level of rigor that isn't yet fully infused in teaching-learning exchanges; thus, it is important to modify curriculum-based assessments as needed to challenge students at levels of thought commensurate with PA Core expectations. It is also necessary to ensure that teachers' instructional interactions with students demand the level of rigor needed to perform proficiently on standards-aligned assessments. An instructional coach will provide job-embedded assistance to teachers as they learn to modify their pedagogical practices in ways that are consistent with the expectations for rigor on curriculum-based assessments.

Start Date: 7/1/2015   **End Date:** 7/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment Development
- Audit of Curriculum-Based Assessment Items
- Modification of Curriculum-Based Assessment Items
- Instructional Coach
- Pedagogical Accountability

Goal #3: Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Interim

Data Source: Induction Plan, Mentoring Checklist, Induction Timeline, Tracking Documents

Specific Targets: New teachers know the expectations and timeline for induction activities.

New teachers receive timely, effective support and intervention as needed.

Building principals actively participate in the induction process by conferencing with inductees twice a year and tracking the completion of induction activities.

Strategies:

Development of Induction Timeline

Description:

Establish an induction timeline and documentation process for tracking the completion of induction program requirements.

SAS Alignment: Materials & Resources

Revision of Mentoring Checklist

Description:

Revise the mentoring checklist to include talking points that address the needs of contemporary educators.

SAS Alignment: Standards, Assessment, Materials & Resources

School Level Support

Description:

Establish a system for managing the induction program that involves the building principal in conferencing with inductees once a semester and in tracking the completion of induction activities.

SAS Alignment: Assessment, Materials & Resources

Mentor Training Program

Description:

Conduct a training session for mentor teachers that conveys the district's expectation for their role in the induction process and communicates the induction program requirements for new teachers.

SAS Alignment: Standards, Assessment, Materials & Resources

Annual Administrator Retreat

Description:

Host an annual 1-2 day retreat for administrators, at which district and building administrators analyze building and grade level data; identify strengths and needs; share strategies for success; discuss potential supports for struggling teachers; and identify district and building level priorities for professional development and supervisory practices.

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

Professional Development Library

Description:

Establish a professional development library in each building which provides access to resources that support district endorsed instrucitonal practices and data-based building priorities. Include handouts and videos from relevant training sessions that established performance expectations.

SAS Alignment: None selected

Implementation Steps:

Timely and Effective Support for Teachers

Description:

Modifications to the Teacher Induction process are necessary order to ensure that new teachers receive timely support and interventions. Specifically, an induction timeline and documentation process for tracking the completion of indcution program requirements must be articulated and communicated. The mentor checklist of topics that need to be addressed also warrants revision to account for the needs of contemporary educators and to address software, resources, and programs unique to our district. Likewise, resources that support high priority instructional practices must be made accessible to teachers.

Start Date: 7/1/2014   **End Date:** 7/1/2018

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

Supported Strategies:

- Development of Induction Timeline
- Revision of Mentoring Checklist
- School Level Support
- Mentor Training Program
- Professional Development Library

Timely and Effective Support for Administrators

Description:

To ensure that administrators receive timely support and interventions, it is necessary to provide veteran and new administrators a forum for collaboration and idea sharing. Administrators have a plethora of new duties related to the Educator Effectiveness System. They must also lead teachers to look at data differently since the inception of School Performance Profile ratings. Through an annual 1-2 day retreat, district and building administrators will be able to analyze building and grade level data; identify strengths and needs; share strategies for success; discuss potential supports for struggling teachers; and identify district and building level priorities for professional development and supervisory practices.

Start Date: 7/1/2015   **End Date:** 7/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Annual Administrator Retreat

Goal #4: Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Technology Replacement Schedule, Textbook Adoption Cycle, Professional Education Plan, Professional Development Library

Specific Targets: The LEA will have an established and known schedule for technology purchases and text book adoption.

The district's professional education plan is focused and linked with supervisory practices and supports the district's instructional priorities and curricular programs.

Teachers throughout the district have access to online and hard copy resources that support the district's instructional priorities and curricular programs.

Strategies:

Schedule for Technology Purchases

Description:

Establish and communicate a scheduled rotation for technology purchases that supports the district's instructional priorities and curricular programs.

SAS Alignment: Instruction, Materials & Resources

Textbook Adoption Cycle

Description:

Establish and communicate a scheduled rotation for textbook adoption that is consistent with the district's instructional priorities and curricular programs.

SAS Alignment: Standards, Instruction, Materials & Resources

Professional Education Plan

Description:

Resurrect the Professional Education Committee which will convene once a semester to:

- keep current a professional education plan that articulates planned activities across a 3 to 5 year span
- ensure that staff members in each school are impacted by no more than six district and/or building professional development initiatives during any given year

- analyze needs assessment data
- review proposals for professional development activities
- review comments on professional development evaluation forms
- ensure that teachers in every building receive credit for the Act 48 hours earned through district activities
- plan for professional development activities that address the needs identified through the comprehensive planning process (e.g., content knowledge enhancement, curriculum and/or instructional differentiation for gifted learners, and family/school/community partnerships).

SAS Alignment: Materials & Resources

Implementation Steps:

Use of District Resources

Description:

In order to utilize the district's financial, human, and tangible resources in ways that address instructional priorities aligned with the district's vision and mission, It is necessary to plan ahead. By establishing and communicating a scheduled rotation for technology and text book purchases, administrators and teachers will have the foresight needed to conduct long-range school improvement planning. Likewise, by reinstating a Professional Education Committee comprised of teachers from every building in the district, long-range professional development planning will better address district priorities and school level needs.

Start Date: 7/1/2015   **End Date:** 7/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Schedule for Technology Purchases
- Textbook Adoption Cycle
- Professional Education Plan

AGASD Systems Analysis Priorities

1. Align/Map K-12 Social Studies Curriculum
2. Establish Curriculum Refinement Cycle
3. Make Curricula Accessible
    a. Shared Drive—Curriculum Maps
    b. Website—Quarterly Curriculum Guides
4. Ensure Fidelity to Curriculum at the Building Level
5. Carry On with the Development of Common Curriculum-Based Assessments
    a. Reflective of PA Core Rigor
    b. Aligned to Applicable Academic Standards
6. Establish Textbook Adoption Cycle
7. Establish Technology Replacement/Upgrade Cycle
8. Link IEP goals to Alternate Academic Standards for Reading and Math
9. Institute K-12 Department Supervisors
10. Institute a Peer Coaching System to Support Struggling Teachers
11. Afford Teachers Professional Development Opportunities in the Areas of:
    a. Content Knowledge Enhancement
    b. Needs of Gifted Learners
    c. Family-School Partnerships
12. Host Administrative Retreats to:
    a. Establish Performance Expectations Relative to the Principal Effectiveness System
    b. Collaborate on Procedures, Policy, and Operations
    c. Strengthen Collegial Relationships
    d. Establish a System to Offer Systematic Support and Reciprocal Assistance
13. Institute a Fully Functional Professional Education Committee
14. Revise the District's Induction Plan
    a. Establish a Timeline and Documentation Process
    b. Involve the Building Level Administrator
    c. Offer a Mentor Training Program

District Level Affirmations

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

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

Affirmed by Jeff Myers

Board President

Affirmed by Carl Bezjak

Chief School Administrator

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Affirmed by Jeff Myers on 4/2/2014

Board President

Affirmed by Carl Bezjak on 4/4/2014

Chief School Administrator