

Smethport Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

414 S Mechanic St
Smethport, PA 16749-1522
814-887-5543
Superintendent: David London
Director of Special Education: Julia Anderson

Planning Process

The Smethport Area School District Comprehensive Plan has been developed by members of the Comprehensive Planning Committee. This committee was comprised of administrators, teachers, parents, business representatives, and other members of the community. The Comprehensive Planning Committee is made up of thirty-two members and meets the requirements of the Comprehensive Planning Committee as outlined. Members were solicited through public meetings, e-mails and other committee members reaching out to the community. The first meeting of the committee was held on December 17, 2018 to organize. Organization included developing the team, reviewing the planning work flow, developing sub committies for the required parts of the plan, discussing the optional parts of the plan and determining work areas and focus areas for action plans.

On January 14, 2019, the Smethport Board of Education approved the members of the comprehensive planning team.

On January 21, 2019, the Comprehensive Planning Committee (CPC) reviewed the District Mission, Vision, Shared Values and information provided in the Educational Community section. At this time the CPC discussed mapping and alignment of curriculum standards. The CPC sub committies for the following began their work in separate meetings. These committies included Professional Education Plan, Induction Plan, Special Education Plan, Safe and Supportive Schools and the Cahpter 12 & 14 Assurances.

On February 18, 2019, the Comprhensive Planning Committee (CPC) met and reports were provided by all sub committee chairs. Discussion on the Guiding Questions from the Systems Analysis was held and ideas for action planning were presented.

March 18, 2019, the CPC met and discussed the Special Education Plan which was on review until April 5, 2019. The Professional Education Plan was finalized. Discussion began on work areas and focus areas for professional development with staff and implementation with students. SASD work areas and focus areas were discussed at the meetings on April 24 and May 13, 2019.

The Special Education Plan which was completed and submitted by May 1, 2019. On May 25, 2019, SASD received notice from the PDE, Special Education Department that the plan was approved. The Professional Education Committee began meeting in February 2019 to address the planning process and identify the mission of the Smethport Area School District.

The plan will undergo a final proof read in August 2019 then placed on the Smethport Area School District website, in the Smethport Public Library and in school offices for public display and comment starting on September 2, 2019. On October 14, 2019, the Board of Directors will provide the plans final review and approval. The Comprehensive Plan will then be submitted before the November 30, 2019 deadline.

Mission Statement

The mission of the Smethport Area School District is to promote a quality education through school, family and the community working together to foster career readiness and personal goals.

Vision Statement

The vision of the Smethport Area School District is to be a premiere school district that inspires students to achieve academic excellence by providing a proactive approach to create a high quality curriculum and programs within our district.

Shared Values

We believe that the Smethport Area School District houses a community of learners.

We believe that the Smethport Area School District provides an environment of respect and support in the District and Community.

We believe that the Smethport Area School District prepares students to have career and college readiness skills.

We believe that the Smethport Area School District supports personal independence.

We believe that the Smethport Area School District understands the needs of ALL students.

We believe that the Smethport Area School District encourages students to strive for excellence.

We believe the Smethport Area School District encourages students to set and achieve career goals.

We believe the Smethport Area School District provides a quality environment for ALL children to learn.

We believe that the Smethport Area School District utilizes a strong technology base to remain relevant in our ever-growing culture.

We as the Smethport Area School District BELIEVE that ALL CHILDREN CAN LEARN!!!

Educational Community

The Smethport Area School District is a Pre-K to 12 organization consisting of an elementary school and a secondary school in McKean County. The Smethport Area School District (SASD) provides educational services to approximately 800 students. 2018 data indicated a student population that reflects the following: 56% male, 44% female, less than 1% American Indian, less than 1% Asian, 1.25% African American, 98% White, less than 1% multiracial. Approximately 55% of SASD students are considered economically disadvantaged. 49% qualify for free lunches and 6% qualify for reduced lunches. 18% of SASD students qualify for special education and the gifted population is roughly 2%. Many of our students participate in a variety of programs and activities, including: Envirothon, STEM Initiatives, Reading Competitions, Debates, Mock Trials, Sports, Peer Helpers, SAP, Earth Day, Toys for Tots Program, Trout in the Classroom, Senior Class Blood Drive, Outdoor Club, Drama Club and the Wounded Warrior Project. Our district's Show Choir participates in the community during the holidays singing throughout the community. The district offers marching band, concert band and choir education programs at the elementary and high schools. Art is taught at both schools as well. The high school guidance office provides college readiness activities, financial aid night and college fair opportunities to our students. A full service, cyber services education program and classes are available through a partnership with the Virtual Learning Network (VLN).

The Smethport Area School District is fortunate to have a supportive community. This is apparent through attendance at extra-curricular activities and sports events as well as the Back-to-School Night and the Food Drive. The community also shows their support through scholarship contributions, donations for projects and programs, participation and involvement in Homecoming festivities, Alumni activities, an active Education Foundation and a Community Holiday Craft and Vendor Show. There is an active elementary school PTO.

The school district lies within the Smethport Borough which is home to approximately 1400 residents. Smethport Borough is the county seat. The school district has an area of approximately 339 square miles and includes the following townships: Hamlin, Keating, Norwich and Sergeant. There is very little industry in this rural community. The main sources of income for residents are farming, logging, geriatric care, food service and craftsmanship. Residents are employed in the education field with the school district and the Seneca Intermediate Unit. McKean County public services are a large employer.

Smethport houses the McKean County Courthouse as well as the McKean County Jail. When school-age students are being housed at the McKean County Jail, the Smethport Area School District is in

charge of their education. Partnerships exist with McKean County Social Service Agencies, The Guidance Center, Office of Vocational Rehabilitation, Penn State Extension, other educational outreach groups and the McKean County Conservation District. The district collaborates with the Seneca Highlands IU and other school districts to deliver appropriate educational services and CWI work programs.

Even though Smethport is a rural community, there are several activities for the residents of this school district. Students, faculty, staff and community members have access to and can utilize the following: IU9, Early Intervention, Community Pool, Library, Food Bank, 4H, Boy Scouts, Frontier Girls, McKean County Penn State Extension, Volunteer Jr. Fire Department, Big Brother Big Sisters, Elk Lick Scouting Camp, Historical Society, Churches, Camp JJ, School-to-Work Program, Career and Technology Center and Community Sports (Swim team, Soccer, Baseball, Softball, Football and Junior Wrestling). The Smethport High School National Honor Society sponsors a blood drive for the community. The Smethport community contains Hamlin Lake Park and a walking trail to offer recreational opportunities for residents and visitors.

Planning Committee

Name	Role
David London	Administrator : Professional Education Special Education Schoolwide Plan
Kristin Zona	Administrator : Professional Education
Kelly O. Davis	Board Member : Professional Education Special Education
Larry Dennis	Board Member : Professional Education
Bill Funk	Board Member : Professional Education
Raymond Learn	Board Member : Professional Education
Scott Christie	Business Representative : Professional Education
Philip Selle	Business Representative : Professional Education
Kerry Christie	Community Representative : Professional Education
Janet DiFonzo	Community Representative : Professional Education
Brian Lawson	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Sally Newton	Ed Specialist - School Counselor : Professional

	Education
Kelly Tarbox	Elementary School Teacher - Regular Education : Professional Education Special Education
Beth Younkins	Elementary School Teacher - Regular Education : Professional Education
Angela Jeffers	Elementary School Teacher - Special Education : Special Education
Michelle Acker	High School Teacher - Regular Education : Professional Education
Matt Bailey	High School Teacher - Regular Education : Professional Education
Rob Cosper	High School Teacher - Regular Education : Professional Education
Carol Dibble	High School Teacher - Regular Education : Professional Education
Ronda Wian	High School Teacher - Regular Education : Special Education
Andrea Yingling	High School Teacher - Regular Education : Professional Education
Barb Transue	High School Teacher - Special Education : Special Education
Kevin Kolivoski	Instructional Technology Director/Specialist : Professional Education
Theresa Harris	Middle School Teacher - Regular Education : Professional Education
Shane Locke	Middle School Teacher - Regular Education : Professional Education
Bridgot Hernan	Parent : Professional Education
Carolee Learn	Parent : Professional Education
Heather McKean	Parent : Professional Education
Matt McKean	Parent : Professional Education
Sue Wertz	Parent : Professional Education Special Education
Brooke Wolosewicz	Parent : Professional Education Special Education
Kellie Yingling	Parent : Professional Education Special Education
Julia Anderson	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

More development on the alternate academic content standards for math and reading is needed at elementary levels.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
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	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

More development on the alternate academic content standards for math and reading is needed at elementary levels.

Middle Level

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

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

Due to budget issues in prior years the Family Consumer Science (FCS) classes were eliminated at the high school level. Remaining and current course offerings may have compensated and may be addressing the FCS standards. The district will need to audit these courses in the coming years against the FCS standards and then devise a plan to address any curriculum issues or gaps in FCS.

High School Level

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

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

Due to budget issues in prior years the Family Consumer Science (FCS) classes were eliminated at the high school level. Remaining and current course offerings may have compensated and may be addressing the FCS standards. The district will need to audit these courses in the coming years against the FCS standards and then devise a plan to address any curriculum issues or gaps in FCS.

Adaptations

Elementary Education-Primary Level

Checked answers

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

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

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

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

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

- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

Over the last 3 years the District has completed a curriculum mapping project designed to align our curriculums to the PA Standards and the PA Core Standards. During the mapping project, all PA State and PA Core standards were shared with all teachers and utilized in developing the maps. Over the next 3 years the curriculum audit process will take place as we examine maps for balance in standards at each grade level. Maps will be audited against the standards and lesson plans and instruction will be audited against the maps to ensure fidelity and implementation. Applicable technology and technology related teaching strategies will be infused into the maps. An emphasis on higher level and authentic assessment will be stressed and maps will be adjusted accordingly. In 17/18 the district began to place more of an emphasis on STEM education. A standards based plan was developed at the Elementary level and equipment updates were completed in 18/19 at both the elementary and high school levels. Over the next 3 years STEM education will continue to develop. A one to one computer program is planned for grades 7 through 12. Existing courses need to be evaluated in terms of the Family and Consumer Science standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Curriculum mapping projects are completed for these grade levels. Content, materials, assessments and instruction are alligned. Fidelity to the curriculum and continued development on instructional practices and curriculum adjustment will be ongoing.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Curriculum mapping projects are completed for these grade levels. Content, materials, assessments and instruction are alligned. Fidelity to the curriculum and continued development on instructional practices and curriculum adjustment will be ongoing.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Curriculum mapping projects are completed for these grade levels. Content, materials, assessments and instruction are alligned. Fidelity to the curriculum and continued development on instructional practices and curriculum adjustment will be ongoing.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Curriculum mapping projects are completed for these grade levels. Content, materials, assessments and instruction are alligned. Fidelity to the curriculum and continued development on instructional practices and curriculum adjustment will be ongoing.

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

This narrative is empty.

Modification and Accommodations

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

District teachers understand that students are individuals and that no two children learn the same way even though the curriculum may be the same. Instructional and assessment practice will be different to ensure that learning happens. Teachers will create a variety of entry points to ensure that student differing abilities, strengths, and needs are all taken into consideration. Students will then have varying opportunities to demonstrate their knowledge based on the teaching.

Students in need of an Individualized Education Program work towards goals that are aligned with the eligible content of the Common Core Standards. The Smethport Area School District is committed to educating students to the “maximum extent appropriate” in their least restrictive environment in accordance with IDEA and Chapter 14 regulations. The district utilizes collaborative instruction, modifications and adaptations made to the curriculum in order to educate all students in regular education setting as much as possible. Collaborative Instruction is used in Math, English, Science and Social Studies classes. A certified special education teacher participates in the regular education environment in collaboration with the regular education teacher while delivering needed supports for students with IEPs. Aide support is also utilized in the classroom in the elementary school and high school Life Skills environment in order to deliver additional supports to students. Aides assist students with assignment completion, test taking, staying on task and monitoring of behavior. Adaptations and modifications are also utilized to offer additional supports in the regular education environment. Adaptations are when “provisions are made for special education students to adapt to the learning environment without modifying course curriculum standards”. Adaptations that are used throughout the district include, but are not limited to chunking material throughout an assignment or test, allowing for extended time for test taking or completing assignments, test taking in an alternative setting/small group, directions and questions read aloud if above students reading level, and use of a calculator when computation is not being assessed. These accommodations are utilized to assist students in taking tests, completing worksheets and working on classroom assignments independently.

Modifications “change the standards of instruction and how students are evaluated”.

Students may receive modifications to the curriculum by not having the same expectations to master as other students in the classroom. Assignments may be changed to only completing a small portion of the project or report. Tests may be re-designed or chunked. Students may be exempt from an assignment or test because of the difficultness of it and are assessed a different way (matching flashcards with pictures).

The use of adaptations and modifications in the regular education environment allow for students to participate in the regular education setting with their non-disabled peers and be successful at their independent level.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Administrators are required to annually evaluate, formally observe, and complete walk-through observations to ensure implementation of instructional practices. Teachers upload lesson plans weekly to google docs so that administrators can review daily plans, audit lesson plans to curriculum maps, standards and PA core standards. Assessment levels, assessment strategies, instructional practices and technology use will also be monitored. Time will be provided for staff collaboration, peer observation and informal peer coaching for new teachers and improving teachers. Professional development is planned for instructional practices and technology. The district utilizes peer coaches from the IU to assist in implementing new classroom strategies.

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

The district is not large enough and does not have enough funding to employ instructional coaches to operate a formal peer/instructional coaching model. The district will be considering the use of differentiated supervision models over the next 3 years for selected teachers who continually demonstrate mastery of curriculum and instructional practices.

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.	Implemented in 50% or more of district classrooms

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

Continued improvement is needed to meet the growth needs of our higher level learners and gifted students.

Elementary Education-Intermediate Level

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

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

Continued improvement is needed to meet the growth needs of our higher level learners and gifted students.

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

The middle level and high school level schedule will be moving to a block schedule model. This will promote additional classroom time for grouping, differentiated instruction and a variety of instructional practices, less teacher centered and more student centered learning.

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

The middle level and high school level schedule will be moving to a block schedule model. This will promote additional classroom time for grouping, differentiated instruction and a variety of instructional practices, less teacher centered and more student centered learning.

Recruitment

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

The District implements a quality hiring process and an extensive search in its recruiting process. Professional vacancies are posted in local newspapers, advertised electronically, posted at universities in PA and NY. The District recruits teachers who are sensitive to the needs of students living in a rural area and works with each candidate to ensure that a career in rural Pennsylvania is the right choice for him/her. The district utilizes a hiring process that provides educational stakeholders (administrators, Board members, faculty and often times community members) the opportunity to be a part of the application review, interview and reference check processes. All positions within the District are filled with the most qualified and accurately certified personnel. We have a stable school district with a competitive salary which attracts top candidates. Quality professional development and a quality continuing education support program also attract and retain our professional staff.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	24.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	3.00	4.00	4.00
Social Studies	4.00	4.00	4.00

Science	3.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	2.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	6.00	0.00	0.00
Electives		9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Science and Technology and Engineering Education		X			X
World Language		X			X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	X
NAEP		X		
Textbook Assessments	X	X	X	X
Scientific Experiments	X	X	X	X
PASA		X	X	X
Keystone Exams			X	X
Teacher Assessments	X	X	X	X
Works of Art and Musical Performances	X	X	X	X
Written Work by Students	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Dibels	X			
Study Island	X	X	X	X
CDT			X	X
F&P Reading Assessments	X	X	X	
Textbook Assessments	X	X	X	X
AIMS WEB	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, performances, products, and projects	X	X	X	X
Diagnostic Assessments	X	X	X	X
Progress Monitoring	X	X	X	X
Scientific Experiments	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art and Musical Performances	X	X	X	X
Written Work by Students	X	X	X	X
Project Based Assessment	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Oral Reading Fluency	X	X	X	
Classroom Diagnostic Tools (CDT)			X	X
Textbook Assessments	X	X	X	X
Study Island		X	X	X
F & P Reading Levels	X	X	X	
AIMS Web	X	X	X	X
Dibels	X			

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Administrators and teachers discuss and evaluate assessment on a regular basis. Teacher assessments are evaluated via the SLO process in Teacher Effectiveness. Teachers meet to develop, train on and practice common assessments. Administrators review teacher assessments, assessment plans and assessment results. The IU-9 works with our teachers on assessment. Our teachers also work in PLC's and with other school districts to develop effective assessment instruments and techniques.

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 District uses department and/or grade level meetings to analyze and disseminate assessment data and uses the SLO process from teacher effectiveness to evaluate teacher

assessment and results. Administrators present District Level data to teachers and lead discussions regarding the data. Teacher data teams and individual teachers meet to design data informed instruction based on assessment results.

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.

Teachers and administrators are reflective and self evaluate instruction based on student data. Via self reflection, teachers make changes and adjustments to instructional plans on a regular basis. Curriculum decisions can be made based on overall trends evident in the data. Decisions regarding student grouping, reteaching, and remediation classes are made from data and used for continual student improvement.

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
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The administration used data teams, adjustment of teacher lessons, IST and RTII to achieve individual student mastery for standards. Assessment results are utilized by administrators and teachers to guide instruction and remediations. Practices are continually modified or adapted to meet all student needs.

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

All strategies are selected for the appropriate grade levels.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The District uses course planning guides to inform students about courses needed to achieve proficiency on assessments. Through the use of the District website, the public can access District and school results of state assessments. Meetings with parents are used to inform them of their child's assessment results along with parent letters during the summer as results are made available. When the Future Ready Index and School Performance Profiles are issued, the Board of Directors are given results of state tests. PSSA and Keystone dates are posted on the school calendar, in newsletters, on the web-site and in student handbooks.

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

We do not release scores to the media but we do cooperate with media outlets when they inquire about scores for schools in our area. We send home letters regarding assessment results for older students and conference over results with parents of younger students.

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.

Each school will place a school-wide emphasis on attaining proficiency on the state assessments. Reading will be a main focus in every class. When possible, the mathematic standards will be reinforced in classes other than mathematics. Teachers will identify students through formative assessment that are not proficient. The teacher will then develop instructional techniques that will help that student achieve proficiency. Remedial help will be made available for that student, if possible. All teachers will increase rigor in their classes and reinforce standards as applicable in their classes both core and non-core. Professional development will be available to help teachers with standards and in using PDE resources, i.e. SAS.

The district currently utilizes **Reading Recovery**

Title I teacher at the elementary school for students who are struggling with reading. There is a dedicated Title I teacher for remediation in Math and ELA grades 4, 5 and 6. They work with them on an individual and small group basis. High School students may sign up to assist teachers at the elementary level and tutor or help elementary students. The high school utilizes peer helpers, resource periods for students with disabilities, afterschool tutoring (Campus Center) with various teachers as well as PSSA and Keystone Preparation/Remediation classes to assist student in meeting student achievement targets. Summer school is offered through the district's virtual academy so students who received failing grades can obtain credit recovery. In both the elementary and high school buildings, the SAP (Student Assistance Program) and Truancy Elimination Plan with the County's Children and Youth Services are being implemented to assist students in receiving the needed services to be successful and attend school. In addition to these programs and services, the district provides Dual Enrollment for College Credit. For students that want to explore at-home educational options, the Smethport School District offers their own online program referred to as Virtual Learning Network (VLN) and also collaborates with the Intermediate Unit IX and offers Waterfront Online Learning.

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

Due to financial constraints, the District has not yet employed a School Resource Officer. There are no plans in the immediate future to employ a resource officer. The District maintains a positive relationship with the Smethport Borough and PA State Police departments to offset this deficiency.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Each year the Seneca Highlands Intermediate Unit IX publishes an "Annual Public Notice of Special Education Programs and Services". This publication appears on area school districts' websites, in district offices and in local newspapers. The information that appears in this annual notice includes the definition of "mental giftedness", screening activities/evaluations, information about the Gifted Individualized Education Program (GIEP) and the website of the Office of Dispute Resolution (www.pattan.k12.us). The Annual Public Notice of Special Education Services and Programs also contains the contacts for all the school districts serviced by the Seneca Highlands Intermediate Unit IX. The Smethport Area School District informs the public of gifted education services and programs offered through the notice located on their website. It includes information pertaining to the evaluations, procedures and programmings offered for students that qualify for services. This is in collaboration with the notice sent through the Seneca Highlands Intermediate Unit IX.

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

In compliance with state law, the Smethport Area School District conducts ongoing identification activities as part of its school program for identifying students who are thought to be gifted and in need of specially designed instruction. The District identifies gifted students through teacher recommendation, an analysis of student classroom performance and review of state and norm referenced assessments. Parental requests for a gifted evaluation are honored following a verbal or written parental request. Starting the 2019-2020 school year, the Smethport Area School District will implement the use of a universal screening in second grade.

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

The Smethport Area School District begins the process of determining eligibility and need for potentially mentally gifted students after written parent consent is obtained. Once written parent consent is obtained, the school psychologist collects data related to achievement, rates of acquisition/retention, early skill development, and potential factors masking giftedness. She also completes several assessments looking at Assessments of Intellectual Ability, collects input from teachers and parents, and reviews academic records.

The school psychologist prepares a Gifted Written Report (GWR) within 60 days that includes information and findings from the evaluation regarding the student's strengths and needs. Once the GWR is drafted, the Gifted Multidisciplinary Team (GMDT), including the parents, convenes to determine eligibility and need for gifted services. If the student qualifies per Chapter 16 regulations, a follow up Gifted Individualized Education Program (GIEP) team meeting is scheduled within 30 days to develop the student's plan. At this meeting, present levels of educational performance are reviewed and goals, objectives, specially designed instruction, and support services are developed. The Local Education Agency (LEA) then recommends a change in educational assignment via a "Notice of Recommended Assignment" (NORA) stating the student should receive Gifted Services per Chapter 16 regulations. If the student does not qualify as a student with mental giftedness, a Notice of Recommended Assignment (NORA) is completed recommending continuation of Regular Education.

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

The Smethport Area School District has a gifted support program and employs a gifted support teacher who meets in small groups or individually with eligible students. The gifted support teacher communicates and/or collaborates with teachers and monitors student's individualized plan to ensure their needs are being met. In compliance with state law, the Smethport Area School District provides gifted education for each gifted student based on the identified area of need not on the classification. The District provides gifted education for gifted students which enable them to participate in acceleration or enrichment, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs. Some options may include.

- Enrichment/Acceleration in content areas
- Independent learning contracts.
- Consortium, collaborative or cooperative arrangements with other school districts.
- Online courses
- Mentorships, apprenticeships, internships and field experiences designed to meet gifted students' performance level and career interests.
- Independent study designed to meet a gifted student's long-term interests and expertise in a given area.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X		
Compliance with Health Requirements –i.e., Immunization	X	X	X	X

Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X		X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Academic Counseling:

The elementary guidance counselor goes into each grade level and instructs students on bullying prevention. The counselors in both schools review grades, absenteeism and behaviors of students and assist in developing ways to be successful in school. Counselors collaborate with teachers, administration, parents and students to develop academic and behavioral strategies to be successful. The guidance counselors also work in collaboration with the Guidance Center to deliver needed services.

Attendance Monitoring:

Attendance monitoring is completed based on District Policy. Parents must have a valid excuse for each absence. Excessive absenteeism is monitored through the office in collaboration with the nurses. Students who receive three illegal days are referred for development of a Truancy Elimination Plan (TEP) and later may be referred to the district magistrate for truancy if under the age of 18. If older than 18, these days are considered "Unexcused" and discipline actions are followed through (detention) by administration, student and parent(s)/guardian(s). If students accumulate more than 10 absences, a warning letter is sent home reminding parents/guardians that medical excuses may be required.

Behavior Management Programs:

Administration collaborates with teachers on discipline referrals. The school counselors are involved with monitoring of students and participation in inter-agency team meetings for students. Special Education programming is implemented for students receiving Chapter 14 or Chapter 15 services. If students have behavior plans, special education teachers and regular education teachers monitor progress and report on behaviors. SASD is implementing the School Wide Positive Behavior Intervention and Support Program district wide. SWPBIS implementation will begin in 19/20 for the elementary school and in 20/21 or 21/22 in the high school.

Bullying Prevention:

The Smethport Elementary School utilizes the Bullies2Buddies Program as well as Rachel's Challenge. District policy is reviewed with students at the beginning of the school year and is available in their daily agendas for review.

Career Awareness/Career Development and Planning

Each student must complete a "Career Portfolio" in order to graduate from Smethport Jr./Sr.

High School. Development of the required portfolio will commence in 6th grade and will include the following: An “Individualized Career Plan” (ICP) developed in 8th grade. The ICP must include at least two job shadows, career fair and/or work based learning experiences. Six (6) completed career education pieces of evidence from grades 6th to 8th including the 8th grade ICP. Eight (8) additional career education pieces of evidence including at least two (2) pieces of evidence that were planned in the student’s ICP. It is required that those two (2) pieces of evidence be written reflections/journals/notes from a job shadow, career fair and/or work based learning experience. There are career awareness activities at the Elementary School consistent with meeting requirements set forth for the Future Ready Index. All activities move to promote career and/or post secondary education development among SASD students.

Coaching/Mentoring:

Within the elementary school, there are Title I aides as well as reading and math interventionists that offer tutoring, mentoring and more small group instruction opportunities.

Compliance with Health Requirements/Health Screenings:

The Certified School Nurses ensure that all students within the Smethport Area School District are in compliance with Pennsylvania Department of Health immunization requirements. If students are not in compliance with state regulations, the nurse notifies the parents and monitors provisional enrollment. Follow-up calls are conducted and parents are encouraged to complete state requirements. The nurses collaborate with the school physician to conduct physical exams as needed throughout the school year. Health screenings and dental exams are coordinated for students that are unable to get to a private provider.

Emergency and Disaster Preparedness

The Smethport School District has policies and procedures in place for Emergency and Disaster preparedness. The Smethport Area School District is one of the designated disaster response centers in the area.

Guidance Curriculum:

The Smethport Elementary School is aligned with the PA standards for career and interpersonal skills. The Smethport Elementary Guidance Counselor visits the classrooms and delivers instruction on career awareness and anti-bullying. The Elementary and Guidance Act 339 plan was updated and Board approved in 2018.

Health and Wellness Curriculum; Wellness/Health Appraisal:

The Smethport Area School District revised the Health and Wellness Policy in June 2019.

Individual Student Planning:

The high school guidance counselor speaks to each grade level during the second semester to begin course planning. If there are graduation concerns, students are scheduled to meet with the counselors to review goals and requirements for graduation.

During their eleventh grade year, students who have an IEP meet with the Transition Coordinator through the Intermediate Unit, a representative from Career Planning and a representative from the Office of Rehabilitation as well as administration and teachers to determine career and post-secondary goals and whether the student is on track for these goals.

Nutrition:

Nutrition is discussed in Health classes as well as on an as needed basis with students.

Resources are provided to the student and parents if requested or deemed necessary. The Smethport Area School District began working with Nutrition, Inc in the cafeterias at the start of the 2018-2019 school year.

Orientation/Transition:

When students move from one building to the next level of education, they are given a tour and presentation. Members from Student Council and Peer Helpers assist students with schedules, lockers and resources. The SASD holds a Back to School Night to welcome students and parents back to school each year. This helps transition students to the start of the school year.

RTII/MTSS:

The Smethport Elementary addresses RTII by assessing students and providing interventions to students at-risk (Reading Recovery). For the intermediate grades, there is a math, reading and writing teacher that works with students who need supplemental instruction and extra help. Programming and interventions are monitored by the guidance counselor and administration. The pre-referral process and Student Assistance Programs offer multi-tiered systems of support for students as they work through various at risk issues. An after school tutoring program was started in the high school during the 18/19 school year and will continue. The tutoring program is staffed by high school teachers and funded by the district.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	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:

Accommodations and Modifications:

Accommodations and modifications are provided to students with IEPs and Chapter 15 service agreements in accordance with IDEA and Chapter 14 regulations. For students without disabilities, teachers make accommodations in their classrooms based on student needs.

Administration of Medication:

The Certified School Nurses dispense medication in accordance with district policy and Guidelines from the PA Department of Health. Parents have to send in a doctor's order in order to administer medication to their child in the school setting.

Assessment of Academic Skills/Aptitude of Learning:

Assessments are conducted by the School Psychologist when referred by a teacher, administrator or parent. Academic information and behavioral rating scales are gathered by the teachers and school counselors

Assessment/Progress Monitoring:

Assessments are conducted by the School Psychologist when referred by a teacher, administrator or parent. Academic information and behavioral rating scales are gathered by the teachers and school counselors. Special Education teachers complete progress monitoring and present levels of academic and functional performance for students with IEPs and information is communicated to parents/guardians.

Casework:

The Smethport Area School District collaborates with the Guidance Center and Beacon Light for delivery of Mental Health Services. The district utilizes the Student Assistance Program which is run through the Guidance Center. Students with IEPs are assigned a casemanager of their plan each year. Beginning in 19/20, the SASD has employed a school Social Worker to assist in this area.

Crisis Response/Management/Intervention:

The Special Education staff are trained and certified in Safety Care which is a certified de-escalation and behavior crisis prevention program. The use of Behavior Intervention Plans and Safety Care Plans are implemented when deemed necessary through the Special Education department and/or school counselors. The SASD employs a social worker to assist students and families with counseling and navigating the complex world of social services and agencies that can help with mental health and social issues.

Individual Counseling:

Guidance Counselors, the school Social Worker and/or School Psychologist provide counseling to individuals students. Through the SAP team, students have access to a mental health caseworker and a drug and alcohol counselor. Students throughout the district also utilize outside agency support. These agencies are welcomed into the school district with proper clearances and paperwork.

Intervention for Actual or Potential Health Problems:

The Smethport Area School District's Certified School Nurses assess all students via routine and regular screenings, immunization checks, eye exams, dental exams and/or when health problems arise. They communicate with parents and physicians to best meet the needs of the student.

Placement into Appropriate Programs:

For a child with a disability, the Special Education Team holds an IEP team and the team makes the determination what is the appropriate placement and least restrictive environment for the student. For students without an IEP, this is an administrative and parent determination based on students discipline or health need.

Small Group Counseling-Coping with life situations:

Guidance Counselors, the school Social Worker and/or School Psychologist meet with students on an individual or small group basis. These SASD staff members provide interventions and coping skills.

Small Group Counseling-Educational Planning:

The Guidance Counselor meets with students to review transcripts, grades and future plans. After completing the ASVAB, military personnel meet with each student to review educational planning.

Small Group Counseling-Personal and Social Development:

Guidance Counselors, the school Social Worker and/or School Psychologist meet with students to assess need and refer students and parents to an outside agency or SAP Program. The school Social Worker maintains contact with parents to assist in navigating the maze of social services and providers available to assist our students.

Special Education Evaluation:

Students are evaluated once parent/guardian permission is obtained. Evaluations are brought on by a referral from either a parent, administrator or teacher request. Data and behavior rating scales (when necessary) are obtained from the teachers and parent and used by the school psychologist along with comprehensive assessments to determine whether the child qualifies for special education services according to IDEA and Chapter 14 regulations.

Student Assistance Program:

Student Assistance Program is for students in need of additional services or counseling. The team is comprised of teachers, administrators, school psychologist, nurse and counselors. When the need arises, Mental Health, Drug and Alcohol or Juvenile Probation may be asked to participate. Monthly meetings are held and student needs are discussed. Referrals are made once data is collected and reviewed, parent/guardian is contacted and the appropriate referral is made.

Consultation and Coordination Services

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

Alternative Education:

The Smethport School District refers students to Beacon Light in Custer City for Alternative Education for Disruptive Youth.

Case and Care Management::

Guidance Counselors, Principals and Supervisor of Special Education refer parents to outside agencies, school-based counseling services and offer parental support when needed. Students with disabilities are each assigned a case manager that oversees their IEP and progress monitors student academic and behavioral goals.

Community Liason:

The Smethport Area School District works with outside agencies and utilizes their guidance counselors, social worker, school psychologist and Supervisor of Special Education as the school district representatives. Many members of the staff work in collaboration with community programs and communicate with the administration.

Community Services Coordination:

The Smethport School District identifies students' needs and contacts outside agencies for assistance. These agencies could include Big Brother/Big Sister, CYS, Wrap Around Services, SAP referrals, Strengthening Families, etc. The SASD employs a social worker to assist students and families with counseling and navigating the complex world of social services and agencies that can help with mental health and social issues.

Coordinate Plans:

Collaborative Instruction teachers meet and collaborate lesson plans and grading on a regular basis. Administration coordinates schedules with secretarial staff to make sure classes are covered and students needs are being met. Guidance Counselors coordinate with teachers and administrators based on students' needs. The SASD employs a social worker to assist students and families with counseling and navigating the complex world of social services and agencies that can help with mental health and social issues.

Coordination with Families:

The Smethport Area School District communicates with parents through letters, electronic reminders (e-mail, text, REMIND system) and phone calls. Each November, parents are welcome to come in for Parent-Teacher conferences. The school district website is updated with upcoming information, policies, and directories. The SASD employs a social worker to

assist students and families with counseling and navigating the complex world of social services and agencies that can help with mental health and social issues.

Home/Family Communication:

The Smethport Area School District communicates with parents through letters, electronic reminders (e-mail, text, REMIND system) and phone calls. In the Elementary School, there is an Open House and Book Fair for families in September. In October, there is an Educational Night for Seniors at the high school to discuss financial aid and college preparedness. Each November, parents are welcome to come in for Parent-Teacher conferences at all grade levels. The school district website is updated with upcoming information, policies, and directories.

Managing Chronic Health Problems:

Certified School Nurses at the Smethport Area School District consult with family physician on specific student needs. Relevant information is shared with school personnel to ensure student's needs are addressed.

Managing IEP and 504 Plans:

The Special Education Department manages and oversees the implementation of the IEPs, GIEPs and 504 plans throughout the district. The Smethport Area School District utilizes IEPWriter as the software for writing, storing and managing these documents. Teachers are notified to review IEPs, GIEPS and 504 plans and have to sign-off that they complied with federal regulations and implementation of plans.

Referral to Community Agencies:

Referrals are made through the Guidance Counselors, Supervisor of Special Education, principals and nurses. Some of these agencies include The Guidance Center, Beacon Light Behavioral Health Systems, Dickinson Mental Health Services and Strengthening Families.

Staff Development:

Resources are provided to faculty and staff regarding new state mandates, disabilities, health concerns and behaviors via e-mail, articles or trainings.

Strengthening Relationships Between School Personnel, Parents and Communities:

The Smethport Area School District takes pride in involving faculty ,staff, parents and community members in school district events. In prior years, faculty, staff, parents and community members participated in "Gearing Up with Our Community" which was a program that families, community members could come into the school and learn about different programs and activities being provided by our region. Other activities that take a lot of dedication and participation from school and community members are the following: Back to School Night, various Title I Parent and Family Involvement activities, PTO, Homecoming Festivities, Faculty and Staff versus student body sporting events, Christmas programs at the elementary school and Band, Orchestra and Choir concerts at the high school. These are just some of the programs and activities that the community is encouraged to participate in and attend.

System Support:

Faculty and Staff of the Smethport Area School District are involved in many activities, teams and committees that support each other year-round.

Truancy Coordination:

Counselors, administration, nurses, social worker and attendance secretaries monitor student attendance. When needed, a Truancy Elimination Plan is developed in collaboration with CYS and the District Magistrate.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEl	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Kindergarten Registration	X			
Athletic and Mandated Physicals	X	X	X	X
Dental Screenings	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Teachers work with intervention specialists, Special Education, and parent requests on a weekly or monthly basis. District personnel also participate in inter-agency meetings with wrap-around providers.

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 operates 2 full day pre-kindergarten classrooms that service up to 40 three-four year old students. The district coordinates with both Head Start and Early Intervention programs for services and transitions. Early Intervention continues to provide OT, PT and Speech in a school based setting for all of our eligible students.

The Smethport School District does offer Summer School for Credit Recovery. This is an expense that the parents have to incur. Also during the summer the district offers Keystone Remediation as recommended by the state for students that have not scored Proficient or Advanced on Keystone Exams. Extended School Year is offered for up to four weeks to students who qualify according to Chapter 14.132 regulations as identified in their Individualized Education Program (IEP).

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 District operates two Pre-K Counts classrooms. The intermediate unit serves as the early intervention (EI) LEA for pre-school age students. The Smethport Area School District Director of Special Education and Early Childhood Programs meets with the EI Supervisor in February to discuss students with disabilities enrolled in the Pre-K program. To ensure effective transition, EI teachers are invited to attend the home visits conducted by the Pre-K teachers prior to the start of the new school year. Copies of EI IEPs are provided and ongoing consultation is delivered to the Pre-K teachers for implementation of specially designed instruction. Ongoing support is provided by EI staff with regard to inclusive practices. Collaboration between the Pre-K and EI teachers ensures effective child find activities.

Our pre-kindergarten teachers and aides conduct home visits for every student in which they introduce themselves to the parents/guardians and share information about the program. The teacher also utilizes the home visits to do some brief diagnostic assessments with the students. Prior to the beginning of the school year, the pre-k staff holds an open house/orientation where students and parents/guardians can come tour our campus, take a short bus ride and ask any questions they may have.

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

Provide explanation for processes used to ensure Accomplishment.

The Administration and teachers continually evaluate needs throughout the year and make adjustments as needed for the success of the students.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The Administration and teachers continually evaluate needs throughout the year and make adjustments as needed for the success of the students.

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

This narrative is empty.

Middle Level

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

The Administration and teachers continually evaluate needs throughout the year and make adjustments as needed for the success of the students.

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

This narrative is empty.

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.

The Administration and teachers continually evaluate needs throughout the year and make adjustments as needed for the success of the students.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

Those areas marked less than 50% are covered on an as needed basis at this level.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

Those areas marked less than 50% are covered on an as needed basis at this level.

Middle Level

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

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

Further explanation for columns selected "

Those areas marked less than 50% are covered on an as needed basis at this level. An opportunity to add World Language in 8th grade will begin in 2019/2020.

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	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district

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

Further explanation for columns selected "

Those areas marked less than 50% are covered on an as needed basis at this level.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,	X	X	X	X

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

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

The District encourages teachers and administrators to develop to their full potential. Staff professional development is encouraged both at the Intermediate Unit and through college/university courses. Budget money is available for this endeavor. Through team meetings it is discussed as to how we will provide professional development based in needs that we see. Teachers have been surveyed as well to see what they feel is necessary.

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

All strategies have been selected.

Professional Development

Smethport Area SD Professional Development

Title:	School Wide Positive Behavior Intervention and Support
Description	School Wide Positive Behavior Intervention and Support (SWPBIS) training will be conducted during the following years 19/20, 20/21 and 21/22. The purpose of the training is to orient teachers, staff and students to provide a positive, safe and supportive school climate where students take ownership of their learning and invest in the education.
Person Responsible	Superintendent
Start Date:	8/17/2018

End Date:	5/31/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services
Hours Per Session	4.0
# of Sessions:	16
# of Participants Per Session:	80
Provider:	IU-9
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	Providing positive school culture.
Research & Best Practices Base:	PA State Positive Behavior and Intervention System, Planning and Implementation process.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists

	<ul style="list-style-type: none"> • Related Service Personnel • Parents
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Annual School Climate Surveys and Analysis
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey • Review of participant lesson plans • Annual School Climate Surveys and Analysis

**Smethport Area SD
Professional Development**

Title:	One to One Technology, Google Classroom and other related classroom technologies
Description	Technology training for teachers in the use of technology in the classroom. Chrome Books will be implemented in grades 4 through 12 and google classroom will become a large part of a student's and teacher's daily routine. Teachers will need training in using the Chrome Book, Google Classroom and other classroom related technologies.
Person Responsible	Superintendent
Start Date:	8/16/2019
End Date:	5/31/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Educational Technology
Hours Per Session	4.0
# of Sessions:	16
# of Participants Per Session:	80
Provider:	SASD
Provider Type:	Various Sources
PDE Approved:	Yes
Knowledge Gain:	Faculty and staff will become more efficient with technology for educational purposes and 21st Century Learning.
Research & Best Practices Base:	21st Century Learning, STEM and Technology Skills for students
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.

<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Podcast • Online-Synchronous • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel • Parents
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5)

	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Portfolio

**Smethport Area SD
Professional Development**

Title:	Instructional Strategies for Block Scheduling
Description	Faculty and Staff at the Jr./Sr. High School will be provided with professional development activities related to teaching in a block schedule where periods are approx. 90 minutes in length.
Person Responsible	Superintendent and Jr./Sr. High School Principal
Start Date:	8/16/2019
End Date:	5/31/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Educational Technology
Hours Per Session	4
# of Sessions:	16
# of Participants Per Session:	40
Provider:	SASD
Provider Type:	Various sources selected by the school district.
PDE Approved:	No
Knowledge Gain:	New instructional strategies to vary instruction for students during a longer class period. Possible technology use, Marzano Strategies and other research proven educational strategies. Information shared by other teachers from other schools that teach in the block and whose students perform well.
Research & Best Practices Base:	Research completed by Marzano, Hattie and others on effective instruction.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.

<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Podcast • Online-Synchronous • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel • Parents
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Middle (grades 6-8)

	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

Smethport Area SD Professional Development

Title:	Reading Assessment and ELA Curriculum Development
Description	<p>Elementary Teachers will continue to develop an effective system of balanced literacy in the early elementary grades and quality ELA instruction in the intermediate elementary grades. This system will include an effective approach to phonics, word recognition, reading fluency, reading comprehension, increasing reading skills & strategies as well as moving up reading levels, writing development, and spoken language. At the next level, strategies for reading at higher levels with fluency and increased comprehension. Text dependent analysis, reading and literature circles, authors purpose, and developing writing skills for different writing formats are key areas.</p> <p>Evidence will present itself in positive results from benchmarking assessment, progress monitoring, local reading level assessments and PSSA results.</p>
Person Responsible	Elementary Principal and Superintendent
Start Date:	7/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
Hours Per Session	5.0
# of Sessions:	10
# of Participants Per Session:	30
Provider:	various
Provider Type:	Many various providers will be utilized
PDE Approved:	No
Knowledge Gain:	Improved ELA instruction at the Elementary level.
Research & Best Practices Base:	Guided Reading and other research based strategies
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for

	<p>struggling students.</p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • Paraprofessional • New Staff • Parents
<p>Grade Levels:</p>	

	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

**Smethport Area SD
Professional Development**

Title:	Mathematics Curriculum Development
Description	Evaluation and Changes in current Elementary Math materials and Curriculum in use. Training in a Common Core and PA Standards based approach to mathematics development.
Person Responsible	Elementary Principal and Superintendent
Start Date:	7/1/2019
End Date:	6/30/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	5.0
# of Sessions:	10
# of Participants Per Session:	30
Provider:	TBD
Provider Type:	All of these may be used if and when applicable.
PDE Approved:	No
Knowledge Gain:	Improved instructional practices in the area of mathematics at the Elementary level.
Research & Best Practices Base:	A standards alligned approach to mathematics instruction.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically,

<p>educators seeking leadership roles:</p>	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • Live Webinar • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • Paraprofessional • New Staff • Other educational specialists • Parents
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
<p>Follow-up Activities:</p>	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers

	<ul style="list-style-type: none">• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussion• Lesson modeling with mentoring• Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans• Review of written reports summarizing instructional activity• Portfolio

Smethport Area SD Professional Development

Title:	STEM Training and Development
Description	Training in the use of STEM equipment and design of STEM lessons according to PA State Standards for STEM Education. Will include training programs in the use of the new Elementary STEM lab, Computer Science and Coding, use of CNC Technologies, Robotics, Vernier Science equipment and advanced science instruction.
Person Responsible	Elementary Principal, High School Principal and Superintendent
Start Date:	7/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	6.0
# of Sessions:	10
# of Participants Per Session:	30
Provider:	TBD
Provider Type:	Providers will be determined according to need.
PDE Approved:	Yes
Knowledge Gain:	Best instructional practices in STEM education. Student advancement in Science, Technology, Engineering and Mathematics.
Research & Best Practices Base:	STEM Education
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.

<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Podcast • Online-Synchronous • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • Paraprofessional • New Staff • Other educational specialists • Parents
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)

	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

**Smethport Area SD
Professional Development**

Title:	Career Education and Post Secondary Plan Development
Description	Educators will be provided professional development in promoting the growth of each individual student in terms of career exploration and development and post secondary plan development appropriate to the age of the child. Teachers will learn to sequence and develop activities that help young people think about the purpose of school and being a productive adult that contributes to our society. Soft Skills, 21st Century Skills, Communication Skills will be stressed and key in this area of education.
Person Responsible	Elementary Principal, High School Principal, Counselors, Special Education Director, Superintendent
Start Date:	7/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	3.0
# of Sessions:	6
# of Participants Per Session:	30
Provider:	TBD
Provider Type:	TBD
PDE Approved:	Yes
Knowledge Gain:	Career and Post Secondary Plan Development, 21st Century Skills, Soft Skills and Communication Skills Development
Research & Best Practices Base:	Career and Post Secondary Plan Development
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

	<ul style="list-style-type: none"> • Empowers educators to work effectively with parents and community partners.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Podcast • Online-Synchronous • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists • Parents

Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey • Review of participant lesson plans • Portfolio

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
5/30/2015 Teachers needed to complete 3 hour training before this date, 5/30/2015. All new hires complete this training within their first month of employment.
5/31/2018 Staff completed this training on this date or prior.

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

Questions
The LEA has conducted the training on:
8/18/2015 Teachers completed 3 hours of training. All new hires complete this training within their first month of employment.
5/31/2018 Educators completed this training on this date.

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

Questions
The LEA has conducted the training on:
4/8/2015 Teachers completed a 2 hour training.
The LEA plans to conduct the training on approximately:
8/31/2020 Teachers required for this training will complete the training by this date.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

*Unchecked answers**None.*

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

The District continually evaluates Professional Development opportunities that relate to student learning. Administration surveys staff to ensure that new learning developed by the Professional Development Committee is occurring. Professional Development is an important part of the budgeting process. Stakeholders meet to determine professional development needs.

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

Before deciding on who and what is being presented to the faculty and staff, administration meets and discusses the presenters and the information that will be presented to district employees. The Superintendent speaks to several individuals including the Intermediate Unit and nearby districts to collaborate and communicate the effectiveness of presenters or topics needing to be covered.

The District will develop an evaluation rating scale of Professional Development trainings/opportunities that are offered to review the overall effectiveness of the training and information that was presented. The District will try to incorporate additional strategies as time and budget will allow.

The District understands that research proven strategies will help students learn. We are especially interested in follow-through of trainings offered. The Administration will continue to evaluate the effectiveness of the Professional Development and the impact on teaching practices and student learning through yearly evaluations, walk-throughs and discussions with teachers.

Induction Program*Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

The District has an inductee mentoring program in place called the Staff Induction Plan, designed specifically for new staff teachers. Within the plan, there is a support system in place during their first year so that each new teaching professional within the district is insured a successful year and easy transition into the Smethport Area School District. This plan is developed to meet the requirements of Chapter 49, Title 22 of the Pennsylvania Code Section 49.16. The mentor and mentee complete a packet containing a checklist, which incorporates the following: Pupil Success, Instruction, Assessment/Evaluation, Personal and Professional Self, Current Issues, Technology Education, College and Career Readiness, Students with Special Needs, and District Issues. Several meetings are scheduled throughout the school year to discuss these topics as well as results of frequent observations completed by the mentor. The Principal meets periodically with the mentee and mentor throughout the school year as part of this process. The Principal reviews the completion of the Staff Induction Plan and Needs Assessment along with any accompanying evidence at the conclusion of the school year.

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

All strategies were selected and included in the Smethport Area School District Induction Plan. These strategies are reviewed when new staff members are hired within the district.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.

- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

Unchecked answers

- 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 Administration meets with the mentor and inductee on a regular basis. Walk-throughs, observations, conversations, and surveys ensure that the needs of inductees are met. The Smethport Area School District's Staff Induction Plan is designed to provide each new staff member with a support system, which includes the assistance of experienced support teachers, administrators and other personnel. The Induction Plan is designed to ensure an orderly, successful first year for teaching professionals new to the district. The Plan considers the expectations of the Smethport Area School District and helps the new staff members make a successful transition.

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

During the Induction Plan process, the new teacher, mentor and principal complete an "Assessment of Programs" survey. The survey includes questions pertaining to level of support, suggestions for improvement in the plan and induction process, and ratings about how well the induction program met outlined objectives. This information is reviewed by the Principal and Superintendent at the end of the school year. The Superintendent then evaluates the induction process after reviewing the results of the "Assessment of Programs" at the end of each year. The Superintendent utilizes the assistance of the building principals who throughout the school year are assuring that the orientation and support services have been carried out between the mentor and new employee. If the administrative team feels that the Induction Plan needs to be revised, they will do so. It is then reviewed with the School Board, and the new plan is put into place for the upcoming school year. In addition to the "Assessment of Programs", a new teacher completes a "Teacher Induction Needs Assessment" at the start of his/her new position based on the following principles: Pupil Success, Instruction, Assessment/Evaluation, Personal/Professional Self, Current Issues, Technology Education, College and Career Readiness, Students with Special Needs and District Issues. This information is gathered and reviewed with the mentor, principal and new teacher. This is reviewed again at the end of the school year to assess whether the

objectives were met by the new teacher, mentor and district administration. The Smethport Area School District does not currently have a second-year teacher interview. This has been discussed by the administrative team and will be developed during the 2019-2020 school year. The information will contain a survey reviewing the initial questions asked in the Smethport School District's "Teacher Induction Needs Assessment." The rating will be compared to the initial rating completed by the new employee. Areas of continued concern will be addressed by administration throughout the new employee's second year. The second-year survey will also include a reflection of year one and a reflection at the completion of year two. This information will then be reviewed with the new employee at the end of the second school year along with observations and evaluations completed throughout the school year.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

The District posts the position, and the Administration selects a suitable candidate. Mentors are selected via an application process which is outlined in the District Induction Plan. There is a description of desirable characteristics of a mentor included in the Induction Plan. Mentors are selected by the building Principal and Superintendent. Responsibilities of the mentor are outlined in the District Induction Plan. Mentors are provided the opportunity to reflect upon their experiences and provide feedback to administration, which will improve the induction process. Mentors and Inductees are able to meet before and after school as well as when their daily schedule allows. Inductees are invited and encouraged to attend the "New Teacher Trainings" that the Intermediate Unit offers on a yearly basis. They are also able to meet on Act 80 days as well as In-Service days.

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

This narrative is empty.

Induction Program Timeline

Topics	A	O	D	F	A	Jun-Jul														
	u	c	e	e	p	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	S	N	J	M	M	e	o	a	a	a										
	p	v	n	r	y															
Code of Professional Practice and Conduct for Educators	X		X		X															
Assessments	X	X	X	X	X															X
Best Instructional Practices	X	X	X	X	X															
Safe and Supportive Schools	X	X								X										
Standards			X		X	X	X	X	X											X
Curriculum					X	X	X	X	X											X
Instruction								X	X	X	X	X								X
Accommodations and Adaptations for diverse learners										X	X	X	X	X						X
Data informed decision making											X	X	X	X	X					
Materials and Resources for Instruction																	X	X	X	X

If necessary, provide further explanation.

Not needed.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program incorporates measurable timeliness and sign offs for certain activities as described in the Induction Plan which is located with each principal. The building Principal meets regularly with the mentor and inductee. At the end of the induction program, all paperwork is submitted to the Principal and Superintendent. The administration regularly monitors the effectiveness of the induction program by meeting with inductees and mentors to evaluate progress toward stated goals. At the conclusion of the school year, inductees and mentors are responsible to complete evaluation forms to provide feedback on the effectiveness of the induction program. This feedback is used to recommend changes to the program.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: ***

Identification Method

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

Child Find Process:

The Smethport Area School District provides a proactive approach in identifying students who may be struggling academically, socially and/or behaviorally. Teachers utilize a variety of interventions in the classrooms in addition to recommending students for the Reading Recovery Program run through the Title I School-based Program in the elementary school. The school district has also implemented a pre-referral process referred to as the School-Wide Analysis Team (SWAT). This process is to be completed prior to a student being referred to the school psychologist for an evaluation. This process allows for teachers to meet with the core team (school counselor, grade-level teachers, nurse, and principal) to discuss specific student concerns prior to referring a student for an evaluation. It allows the concerned teacher to gather information about the student concerns, document strategies and interventions used, and collect data on the concerned areas whether they are academic, social, behavioral and/or physical. Once the team meets and reviews the information presented, the team will develop an action plan to implement over a given time frame, typically 30 days. The team will reconvene to analyze data and develop the next implementation steps. If through the pre-referral process, it is determined that a student needs a higher level of support, the information collected from the teacher and rest of the team will be shared with the school psychologist and parent. A Permission to Evaluate (PTE) will then be sent to the parent in addition to a phone call addressing the

concerns as stated in the PTE. Once the PTE is signed, information is then collected by the school psychologist from the regular education teachers. This information includes readiness assessments, classroom assessments, behavioral rating scales (if necessary), PSSA/Keystone results and Study Island benchmarks. Based on the review of collected information and evaluation completed by the school psychologist, assessments are completed and an evaluation meeting is held to determine if a student qualifies for a disability in accordance with IDEA and Chapter 14 regulations.

Psychological Services

The school psychologist serves on a variety of school district teams when needed; Student Assistance Program-SAP (a program for students who may have serious issues regarding drug/alcohol or mental health issues), Safety Care Team (certified and trained in physical restraint and de-escalation) and a crisis response team (team dealing with an emergency crisis within the school setting). The school psychologist also conducts multidisciplinary evaluations for potential identification of students who may have a disability requiring interventions through an Individualized Education Program (IEP, Chapter 14), Student Service Agreement (504, Chapter 15), or Gifted Individualized Education Plan (GIEP, Chapter 16). The formal involvement of the school psychologist does require parental consent.

Multidisciplinary Evaluation

The multidisciplinary evaluation is used to determine if a student has a disability or exceptionality and is in need of specially designed instruction in the educational setting. Information is gathered and examined by a team made up of parent/guardian, teachers, administrator and any other agency/resource personnel involved in the student's life. The team then determines with the information gathered whether to recommend services in any of the following areas:

- Autism
- Traumatic Brain Injury
- Visual Impairment (including Blindness)
- Other Health Impairment
- Hearing Impairment
- Orthopedic Impairment
- Speech and Language Impairment
- Emotional Disturbance
- Specific Learning Disability
- Intellectual Disability
- Multiple Disability
- Deaf-Blindness
- Deafness
- Gifted Support

Specific Learning Disability:

The Smethport Area School District uses the severe discrepancy model to identify students with specific learning disabilities. The District has established and implemented procedures to identify, locate, and evaluate all children. The School Psychologist complies with IDEA and Chapter 14 regulations and the criteria for determining a student with a Specific Learning Disability.

When a need is determined, the Evaluation Report (ER) is developed by the school psychologist, an MDT meeting is scheduled, and invitations are sent to the student's parents or guardians and other required participants. The team considers the information in the context of two inclusionary and two exclusionary considerations. The two inclusionary considerations are (1) Failure to meet age-grade level state standards in one of eight areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving; and (2) A discrepancy pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement. Exclusionary considerations are (1) Rule out vision, hearing or intellectual disability, emotional disturbance, cultural and/or environmental issues and limited English proficiency; and (2) Rule out lack of instruction by documenting appropriate instruction by qualified personnel and repeated assessments.

Parent Request for an Evaluation:

It should be noted that a parent has the right to request an evaluation at any time. When this occurs, the parent is provided the "Permission to Evaluate-Evaluation Request Form" which when returned is followed by the "Consent to Evaluate" form detailing the evaluation process and the assessments being used. When the evaluation consent form is signed and returned to the district, the evaluation timeline process commences; 60 calendar days (excluding summers) to complete the evaluation and conduct the evaluation meeting.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Disability Groups:

In reviewing significant disproportionality under the Race/Ethnicity component of the 2017-

2018 Special Education Data Report, the Smethport Area School District is below the state threshold. In regards to Special Education Enrollment, there is not a significant disproportionality; however, there are areas of a slight higher percentage rate in certain disability categories. The Smethport Area School District has experienced a slight increase in students identified as Other Health Impairment (LEA 17.2%, State 15.7%; compared to 2016-2017, a 2.7% increase) and Speech and Language Impairment (LEA 13.8%, State 14.5%; only a .8% increase since the 2016-2017 report). The Smethport Area School District experienced a decrease in identification of Specific Learning Disability compared to the previous year (LEA 49%-2017-2018; LEA 52.9%-2016-2017).

The Smethport Area School District ensures that all assessments and evaluation materials shall be selected and administered so as not to be discriminatory. When necessary, assessments and evaluations shall be administered in a language and form most likely to provide accurate data in regards to the student.

In addition to the 2017-2018 Special Education Data Report, a cyclical monitoring audit was conducted by the Bureau of Special Education during the week of March 6, 2017. This audit did not reveal any significant disproportionalities with regard to enrollment.

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?

Host District Obligation for PA School Code Section 1306:

There are no facilities for non-resident students other than the McKean County Prison that currently exist in the boundaries of the Smethport Area School District. However, the district does provide Special Education Services to students with disabilities whose parents are not residents of the Smethport Area School District and are placed in foster homes within the boundaries of the district.

Education Obligation:

For any non-resident students, the Smethport Area School District reviews educational records provided upon enrollment to assure the continued provisions of IDEA and Chapter 14 regulations. The guardian/parent and the district of residency is provided all Special Education notices and are invited to the annual Individualized Education Program (IEP), Evaluation (ER), and/or Re-evaluation (RER) meeting.

Barriers:

Due to the rural location of the Smethport Area School District, there are limited outside placement/educational opportunities for students with severe disabilities. Therefore, students with moderate to profound disabilities are accommodated in each regular school building. Staff have been provided many training opportunities through the school district and local intermediate unit to effectively address these students' needs. However, when a student is not being successful with the adaptations and accommodations put into place in the regular school building, students then have to travel outside of the district so that the district is still meeting their obligations of FAPE.

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).

Incarcerated Students:

The McKean County Prison is located in the boundaries of the Smethport Area School District. The warden forwards weekly reports to the school district administrative offices listing all persons under 21 incarcerated in this facility. The Director of Special Education reviews this information and serves as the prison liaison. The Director of Special Education is also notified by the districts of residence when they become aware of an incarcerated student. The Smethport Area School District requests special education records and provides services for students detained in the McKean County Prison. The McKean County probation officers also provide timely feedback to ensure FAPE in accordance with basic education circular guidelines. Child Find Annual Public Notice is posted at the jail.

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.

Smethport Area School District's Process to Assure Least Restrictive Environment (LRE):

The Smethport Area School District maintains a strong commitment to serving students with disabilities in the regular education environment. The district ensures, *to the maximum extent appropriate*, that children with disabilities are educated with their non-disabled peers and that removal from the regular education environment only occurs when education in that setting with supplementary aides and services does not lead to progress for the student. When considering a more restrictive environment, the IEP team convenes, reviews data, interventions and strategies, and determines the most appropriate educational placement for that student.

The Smethport Area School District provides a proactive approach to work with all students in the least restrictive educational environment. The pre-referral systems contain elements of the Pennsylvania Response to Intervention and Instruction (RTII) framework, including universal access to quality, standards-aligned core instruction, relational support, and data-based decision making. Data is used to guide instruction, eligibility processes, and school improvement efforts.

Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility and need require review by a multi-disciplinary team. Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is critical to note that a student's educational placement is based on the student's need. Only after a review of supplementary aids and services are discussed is the need for specially designed instruction considered for the student.

PDE and District Trainings and Opportunities focusing on Best Practices and Evidenced-Based Research:

The Smethport Area School District utilizes the Seneca Highlands Intermediate Unit Nine's TAC team (Technical Assistance Consultants) to provide consultation and relevant training. Staff have access to a full range of ongoing professional development targeting data collection and analysis, alternative assessments, evidence-based practices, differentiated instruction, co-teaching, autism, positive behavior support, progress monitoring, special education paraprofessional competencies, curricular adaptations and modifications, and writing legally defensible IEPs. The trainings are delivered through both the intermediate unit and the district throughout the year during the summer months and in-service days. Staff is also able to access on-line webinars and training sessions made available through the Pennsylvania Technical Training Assistance Network (PaTTAN). Trainings have included a full range of on-going professional development opportunities targeting alternative assessments, Standard Aligned Systems (SAS), new teacher evaluation tool, special education paraprofessional competencies, curriculum adaptations and modifications, assistive technology, behavior management, transition, parent engagement, etc.

SPP Targets and LRE Requirements:

Due to the location of the Smethport Area School District, there are limited outside placement opportunities for students with severe disabilities. Consequently, students with moderate to severe disabilities are provided education in the regular school buildings. The Smethport Area School District does offer several Inclusion Support opportunities; however, these classrooms do not always meet the needs of our students with severe disabilities. Because of the severe nature of respective needs, there is a relatively higher degree of students requiring small group instruction in the special education classrooms, when compared to less severely disabled students in the Smethport Area School District. All students with disabilities are with their non-disabled peers in a variety of elective classes, sports and extra-curricular and non-academic activities. Some students do attend educational programs outside of the school district if their academic and behavioral needs are not being met. In addition to students attending outside programs, we also have several students participating in the Community Based Vocational Instruction Program which enables the opportunity for students to participate in community based educational activities. The opportunities are important components to the life skills curriculum and focuses on career and job opportunities which is essential for success after graduation. These types of activities and programs, remove students from the regular education classroom affecting the time spent in regular education.

These factors and barriers do affect our Indicator 5: Educational Environment Score. However, the data from the 2017-2018 report state that the Smethport Area School District has met the SPP Target for "Special Education Inside the Regular Class 80% or More" LEA 78.6%, State 62.0, an increase of 6.2% compared to the 2016-2017 report. Additional data will continue to be collected so that each year we can analyze our need and make necessary changes.

Pennsylvania Department of Education need to assure that students are being provided education in their least restrictive environment to *"the maximum extent appropriate"*. Below indicates how the Smethport Area School District (SASD) compares to state target for the inclusion of students with disabilities in the regular education environment according to 2016, 2017 and 2018 data (December 1st Child Account data).

SASD students with disabilities in regular education classes for *more than 80% of the day* in 2016-**SASD 72.4%**
and **Pennsylvania target 62.4%**
. **More students are included than the State Average/Target.**

SASD students with disabilities in regular education classes for *more than 80% of the day* in 2017-**SASD 78.6%**
and **Pennsylvania 62.0%**.
More students are included than the State Average/Target

In both years, we were *more than* the State Target/Average; in addition, we **increased**

the amount of students attending the regular education setting more than 80% of the day by **6.2%**

comparing 2016 and 2017 Child Accounting Data.

*Upon analysis of the December 1, 2018 Child Account Report, the Smethport Area School District reported **85.61%**

of SASD students with disabilities in **regular education classes for more than 80% of the day**

. This is an **increase**

of **7.01%**

from the 2017 Data Report. The Smethport Area School District shows a steady increase in students with disabilities participating more than 80% of the day in the regular education classroom.

SASD students with disabilities in regular education classes *less than 40% of the day* in 2016-**SASD 3.57%**

and **Pennsylvania target 9.0%**

. **Less than the State Target/Average.**

SASD students with disabilities in regular education classes *less than 40% of the day* in 2017-**SASD 1.41%**

and **Pennsylvania target 9.3%**

. **Less than the State Average**

In both years, we were *less than* the State Target/Average; in addition, we **decreased** the amount of students attending the regular education setting **less than 40% of the day** by **2.43%**

comparing 2016 and 2017 Child Accounting Data. This data shows that more students with disabilities are attending and participating more frequently in the regular education classroom.

*Upon analysis of the December 1, 2018 Child Account Report, the Smethport Area School District reported **0.72%**

of **SASD students with disabilities in regular education classes less than 40% of the day**

. This is a **decrease**

of **0.69%**

in comparison to the 2017 Data Report. The Smethport Area School District shows a steady **decrease**

in SASD students with disabilities in regular education classes less than 40% of the day.

SASD students with disabilities in *Other Settings* in 2016-**SASD 5.00%**

and **Pennsylvania target 4.9**

%. **More than State Average**

SASD students with disabilities in *Other Settings* in 2017-**SASD 2.11%**
and **Pennsylvania target 4.9%**
. Less than State Average

In comparing the 2016 and 2017 data, the SASD has **decreased**
the percentage of students in *Other Settings* by **2.89%**.

The Smethport Area School District began the implementation of the Smethport Elementary Emotional Support classroom at the beginning of the 2017-2018 school year which has allowed students to stay in their home district and receive needed emotional and behavioral supports.

After reviewing this data, the Smethport Area School District has explored many ways to increase time students with disabilities are included in the regular education classes and the regular education environment. Current practices of the Smethport Area School District:

1. The district has increased the number of inclusion classes enabling students with moderate disabilities to be included in core academic subjects.
2. Teachers discuss upcoming re-evaluations with the IEP team to determine student's progress and current placement.
3. Smethport Area School District employees have been trained on de-escalation strategies and the importance of safe crisis management (Safety Care).
4. The Smethport Area School District has begun working with the Guidance Center and the Student Assistance Referral Program to offer more in-house mental health services (counseling).
5. The Smethport Area School District provides Life Skills Support, Learning Support and Emotional Support at the elementary level and Life Skills Support and Learning Support at the high school level.
6. The Smethport Area School District has begun the process to implement School-wide Positive Behavior Intervention Supports. SWPBIS will begin implementation during the 2019-2020 school year at the elementary school.

The district will begin to explore additional ways to educate students more frequently with their non-disabled peers and in their own district. There will continue to be a professional development needs survey that will be completed each year in addition to additional meetings held with special education staff to explore adaptations, accommodations, ideas and strategies that can be utilized in classrooms for student success.

Behavior Support Services

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

Smethport Area School District Behavioral Supports:

Our District is committed to supporting students with behavioral needs in the least restrictive environment. As part of that commitment, our staff members receive ongoing training that addresses positive behavior supports, de-escalation techniques, and school-based behavioral health. The Smethport Area School District has four on-site certified Safety Care trainers in order to ensure that staff members are equipped to manage crisis situations. The following staff are trained and certified in Safety Care: para-professionals, personal care aides, special education teachers, counselors, Special Education Secretary, Director of Special Education, and Elementary Principal.

The teaching of school-wide expectations is prevalent in the District. Teachers review the student handbooks on the onset of each year which focuses on appropriate behaviors and school rules. These rules and expectations are reinforced throughout the school year at all building levels. The Smethport Area School District is going to begin the implementation of School-Wide Positive Behavior Intervention Supports (SWPBIS) during the 2019-2020 school year. The district has been working with the Seneca Highlands Intermediate Unit Nine during the 2018-2019 to begin developing the program at the elementary level as well as the high school level (implementation during the 2020-2021 school year).

Our staff members also make every effort to work closely with behavioral health agencies and parents to ensure continuity and fidelity of services. The District has four on-site Safety Care instructors who provide staff trainers related to de-escalation and emergency safety physical intervention techniques. The district also utilizes the behavioral consultant through the Seneca Highlands Intermediate Unit Nine for consultation and support.

District Policy:

The Smethport Area School District updates its policies based upon recommendation by the Pennsylvania School Boards Association (PSBA). District Board Policy #113.2 focus specifically on positive techniques for change and maintenance of behaviors. If a Positive Behavior Support Plan (PBSP) is needed, members of the IEP team base that plan on a Functional Behavior Assessment (FBA) that is conducted by the school psychologist. The team uses input and data collected along with professional expertise and knowledge, from classroom teachers, the school psychologist, guidance counselors, behavioral health providers, and parents to develop the positive behavior support plan and strategies to include in the students PBSP.

The Smethport Area School District focuses on positive reinforcement rather than negative or aversive techniques and ensures that students are free from the unreasonable use of restraints. Additionally, the use of restraints is a measure of last resort when a clear and present danger occurs. Furthermore, district policy prohibits the use of prone restraints and seclusion.

Goals for Behavioral Supports:

Over course of the current plan, we hope to continue to reduce the need for outside of district placements for students with significant behavioral concerns as well as the need for PBSPs. We also project that the frequency of restraints will decrease, as will the number of out of school suspensions for students with IEPs due to the implementation of SWPBIS as well as collaboration between grade levels and the development of consistent classroom management. However, due to the nature of students behavioral needs and our relatively small student population, these projections are subject to fluctuation.

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.

Ensuring a Free and Appropriate Publication Education for ALL students:

The Smethport Area School District ensures all students, including those that are hard to place or who have low incident disabilities, receive services promptly in the least restrictive environment. When there is a need, the district consults with the Seneca Highlands Intermediate Unit Nine Autism Consultant, Behavioral Specialist and outside agencies to receive additional supports and trainings to accommodate student needs. In addition, the district will make referrals to the McKean County Mental Health providers, collaborate with local wrap around agencies, and participate in interagency meetings. The district utilizes trained individuals and collaborates with outside agency supports to assure all individual providers are working consistently and collaboratively in the student's best interest.

There are limited outside placement opportunities for Smethport Area School District students. Therefore, it is imperative to utilize outside agency supports and parent engagement to support students and families. Although interventions for some students are extremely comprehensive and complex, student success depends on everyone working together in the best interest of the student. All placements, including those in programs outside the district, are based on identified student needs.

Educational Gaps

The Smethport Area School District offers all programs for students with disabilities in the regular school environment. At times, it is essential to have private space and larger areas

in order to accommodate students with specific and/or complex needs. When the need arises, the Smethport Area School District accommodates students and finds the needed areas/environments within the school building to meet the student's needs whether it be academic, behavioral or medical.

The entire region serving the Intermediate Unit Nine struggles with trying to meet the needs of older students with conduct disorders and serious emotional disturbances. The district does utilize the Intermediate Unit Nine's Intensive Outpatient programs in a nearby district as well as an Alternative Education Program (AEDY) through a nearby private school. These programs have been successful for many students; however, it is always the goal of the district to return students to their own district and be included with their non-disabled peers once they have shown progress and success in these programs.

Expansion of Services

Due to the rural and financial challenges of both the district and families, the Smethport School District is working with a local outside agency to help deliver counseling and limited mental health services to students in need through the Students Assistance Program (SAP). The school counselors also work with outside agencies and Children and Youth Services as well as probation to assist in delivering needed services to students related to referrals, truancy, mental health, drug and alcohol, etc. The district will continue to explore needed supports, services and interventions to help students be successful academically, behaviorally and emotionally. The Smethport Area School District is working on adding additional supports (counselor or social worker) to assist in providing needed mental health supports and services. Grants have been completed as well as discussions and collaboration with the Seneca Highlands Intermediate Unit Nine.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
McKean County Jail	Incarcerated	Smethport Area School District	*

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Beacon Light Behavioral Health Systems-Custer City Licensed Private School	Other	Emotional Support	*
Gunzburger-Intensive Outpatient Program	Other	Emotional Support	*

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 22, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	*	*	*
Justification: Learning Support classes and Inclusion classes take place at different times during the day.				
Locations:				
Smethport Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	*	*	*
Justification: Learning Support classes and Inclusion classes take place at different times during the day.				
Locations:				
Smethport Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	*	*	*
Locations:				
Smethport Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 22, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	*	*	*
Locations:				
Smethport Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	*	*	*
Locations:				
Smethport Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	*	*	*
Locations:				
Smethport Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 22, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	*	*	*
Locations:				
Smethport Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	*	*	*
Justification: Students' schedules are varied so that age variance is not more than 4 years.				
Locations:				
Smethport Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	*	*	*
Locations:				
Smethport Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	*	*	*
Locations:				
Smethport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: May 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	*	*	*
Justification: Students will be in the classroom at different times. Aide support will be available. It will not affect their goals or objectives of their IEP.				
Locations:				
Smethport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	*	*	*
Justification: Students will be in the classroom at different times. Aide support will be available. It will not affect their goals or objectives of their IEP.				
Locations:				
Smethport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	*	*	*
Locations:				
Smethport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 22, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	*	*	*
Justification: Due to schedule variance, students will not be educated in the classroom at the same time. The teachers goes into the inclusion classroom and works with students at different times throughout the day. Students will be able to make progress on their IEP goals, the age variance will not affect progress or amount of instruction.				
Locations:				
Smethport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	*	*	*
Justification: Scheduling eliminates overlap.				
Locations:				
Smethport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	*	*	*
Justification: Scheduling eliminates overlap.				
Locations:				
Smethport Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 22, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	*	*	*
Justification: Scheduling options will be used to minimize or completely eliminate overlap in students with such an age variance attending the classroom at the same time. The variance will not impact meaningful progress and the IEPs will include parent notification. The small number of students will make the variance insignificant.				
Locations:				
Smethport Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	*	*	*
Justification: Scheduling options will be used to minimize or completely eliminate overlap in students with such an age variance attending the classroom at the same time. The variance will not impact meaningful progress and the IEPs will include parent notification. The small number of students will make the variance insignificant.				
Locations:				
Smethport Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	*	*	*
Locations:				
Smethport Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 22, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	*	*	*
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward goals is not impeded.				
Locations:				
Smethport Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	*	*	*
Locations:				
Smethport Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Personal Care Aide	Smethport Elementary School	1
Personal Care Aide	Smethport Elementary School	1
Personal Care Aide	Smethport Elementary School	1
Personal Care Aide	Smethport Elementary School	1
Personal Care Aide	Smethport Junior-Senior High School	1
Personal Care Aide	Smethport Junior-Senior High School	1
Director of Special Education	Smethport Area School District	1
Speech and Language Therapist	Smethport Area School District	1
Life Skills Support Teacher	Smethport Elementary School	1
Life Skills Support Teacher	Smethport Junior-Senior High School	1
Learning Support Teacher	Smethport Elementary School	1
Learning Support Teacher	Smethport Elementary School	1
Emotional Support Teacher	Smethport Elementary School	1
Learning Support Teacher	Smethport Junior-Senior High School	1
Learning Support Teacher	Smethport Junior-Senior High School	1
Learning Support Teacher	Smethport Junior-Senior High School	1
Learning Support Teacher	Smethport Junior-Senior High School	1
Personal Care Aide	Smethport Junior Senior High School	1
Personal Care Aide	Beacon Light Behavioral Health-Custer City	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Beacon Light Custer City Licensed Private School Emotional Support Services	Outside Contractor	
Care for Children: Therapy Services (Occupational, Physical and Speech Services)	Outside Contractor	
Community Based Vocational Instruction Coordinator	Intermediate Unit	
Transition Coordinator	Intermediate Unit	
Intensive Outpatient-Emotional Support Services	Intermediate Unit	
School Psychologist	Intermediate Unit	

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Patterns related to Accomplishments:

- Written curriculum maps now exist in all curricular areas and professional and support staff have a better awareness of PA Core and PA State standards.
- Instructional practices have changed to Guided Reading for Elementary grades K-3. The change is in process for grades 4, 5 and 6.
- PVAAS data has steadily improved to indicate levels of student growth is increasing.
- Intervention Programs for students through Title I, Special Education and the Student Assistance Program (SAP) have assisted students.
- Technology has been updated throughout the district and will continue to be expanded.

Patterns related to Challenges:

- Establish a system within the school that fully ensures the school's resources effectively address instructional priorities that are aligned with the school's vision and mission.
- Establish a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged.
- Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.
- Establish a system within the school that fully ensures curriculum, instruction, high level assessment is focused, strategic and implemented with fidelity.
- Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate.
- Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of career development and post high school education planning.

District Accomplishments

Accomplishment #1:

2017/2018 PVAAS Data indicates the following:

1. A 3 year avg. indicating evidence that the district has met the standard for academic growth (green) for PSSA Grade 8 ELA.
2. A 3 year avg. indicating moderate evidence that the district has exceeded the standard for academic growth (light blue) for Keystone Biology and Keystone Algebra I.
3. A 3 year avg. indicating significant evidence that the district has exceeded the standard for academic growth (dark blue) for PSSA Grade 8 Math and PSSA Grade 8 Science.

Accomplishment #2:

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked above the state average in Career Standards Benchmark, Industry Based Learning, Advanced Scores on Industry Based Competency Assessments and Rigorous Courses of Study.

Career Standards Benchmark: SAJSHS: 100% PA State Avg.: 91.8%

Industry Based Learning: SAJSHS: 25.4% PA State Avg.: 23.8%

Advanced Scores on Industry Based Competency Assessments: SAJSHS: 14.3% PA State Avg.: 5.7%

Rigorous Courses of Study: SAJSHS: 71.4%% PA State Avg.: 49.2%

Accomplishment #3:

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked above the state average in four-year and five-year cohort graduation rates.

4 Year: SJSHS: 91% PA State Average: 86.6%

% year: SJSHA: 94.1% PA State Avg.: 89.3%

Accomplishment #4:

2017/2018 PVAAS Data indicates the following:

1. A 2018 score. indicating evidence that the district has met the standard for academic growth (green) for PSSA Grade 5 ELA.
2. A 2018 score. indicating moderate evidence that the district has exceeded the standard for academic growth (light blue) for PSSA Grade 4 ELA.
3. A 2018 score. indicating significant evidence that the district has exceeded the standard for academic growth (dark blue) for PSSA Grade 6 ELA.
4. A 3 year avg. indicating moderate evidence that the district has exceeded the standard for academic growth (light blue) for PSSA Grade 6 ELA.
5. A 3 year avg. indicating significant evidence that the district has exceeded the standard for academic growth (dark blue) for PSSA Grade 4 ELA.

Accomplishment #5:

As reported on the 2017/2018 SPP, Smethport Elementary had a student attendance rate of 94.05%.

Accomplishment #6:

2017/2018 PVAAS Data indicates the following:

1. A 2018 score. indicating evidence that the district has met the standard for academic growth (green) for PSSA Grade 5 MATH.
2. A 2018 score. indicating evidence that the district has met the standard for academic growth (green) for PSSA Grade 6 MATH.
3. A 3 year avg. indicating evidence that the district has exceeded the standard for academic growth (green) for PSSA Grade 4 MATH.

Accomplishment #7:

As reported on the 2017/2018 SPP, the Smethport Area Elementary School experienced a 99.28% promotion rate.

Accomplishment #8:

98.2% of Smethport Elementary School grade K, 1, 2 and 3 students increased at least one Fountas and Pinnell reading level over the course of the 17/18 school year.

Accomplishment #9:

PSSA "Percent Proficient & Advanced" ELA scores in grade 3 have continued to increase.

2015: 43.2%

2016: 45.8%

2017: 55.7%

2018: 58.0%

Accomplishment #10:

PSSA "Percent Proficient & Advanced" ELA scores in grade 4 have continued to increase.

2015: 37.0%

2016: 44.6%

2017: 51.7%

2018: 54.1%

Accomplishment #11:

The 2018 Future Ready Index indicated that Smethport EL School ranked above the state average in

Career Standards Benchmark: Smethport EL: 100% PA State Avg.: 91.8%

Accomplishment #12:

The 2018 Future Ready Index indicated that Smethport Elementary School ranked above the state average in percentage of students scoring advanced and proficient on PA State assessments in Science.

Science Assessments: SAJSHS: 68.9% PA State Avg.: 64.3%

The subgroup of Economically Disadvantaged showed an upward trend in science test results.

Accomplishment #13:

The 2018 Future Ready Index indicated that Smethport Elementary School demonstrated that the subgroup Economically Disadvantaged showed an upward trend in ELA test results on PA State assessments.

District Concerns

Concern #1:

2017/2018 PVAAS Data indicates the following:

1. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 7 Math, PSSA Grade 7 ELA and Keystone ELA.

Concern #2:

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 50% PA State Avg.: 63%

Math Assessments: SAJSHS: 41.8% PA State Avg.: 45.5%

Science Assessments: SAJSHS: 60.8% PA State Avg.: 64.3%

Concern #3:

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 4% PA State Avg.: 18.3%

Math Assessments: SAJSHS: 15.3% PA State Avg.: 17.7%

Science Assessments: SAJSHS: 15.2% PA State Avg.: 27.3%

Concern #4:

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in regular attendance at school indicating a high number of students with chronic absenteeism than schools across the State of PA.

Regular Attendance: SAJSHS: 77.7% PA State Avg.: 85.4%

Concern #5:

The 2018 Future Ready Index indicated that Smethport Elementary School (SES) ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA and Math.

ELA Assessments: SES: 53.5% PA State Avg.: 63%

Math Assessments: SES: 33.1% PA State Avg.: 45.5%

Concern #6:

The 2018 Future Ready Index indicated that Smethport Elementary School demonstrated that the following subgroup showed a downward trend on the following PA State assessments.

Students with Disabilities ELA, PSSA, 18.6%

Economically Disadvantaged MATH, PSSA 23.9%

Students with Disabilities MATH, PSSA, 17.0%

Concern #7:

The 2018 Future Ready Index indicated that Smethport Elementary School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SES: 13.6% PA State Avg.: 18.3%

Math Assessments: SES: 6.2% PA State Avg.: 17.7%

Science Assessments: SES: 19.7% PA State Avg.: 27.3%

Concern #8:

The 2018 Future Ready Index indicated that Smethport Elementary School ranked below the state average in regular attendance at school indicating an elevated number of students with chronic absenteeism than schools across the State of PA.

Regular Attendance: SES: 82.7% PA State Avg.: 85.4%

Concern #9:

2017/2018 PVAAS Data indicates the following:

1. A 2018 score. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 4 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 5 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 6 MATH.
2. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 5 ELA.

Prioritized Systemic Challenges

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

Aligned Concerns:

2017/2018 PVAAS Data indicates the following:

1. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 7 Math, PSSA Grade 7 ELA and Keystone ELA.

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 50% PA State Avg.: 63%

Math Assessments: SAJSHS: 41.8% PA State Avg.: 45.5%

Science Assessments: SAJSHS: 60.8% PA State Avg.: 64.3%

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in regular attendance at school indicating a high number of students with chronic absenteeism than schools across the State of PA.

Regular Attendance: SAJSHS: 77.7% PA State Avg.: 85.4%

The 2018 Future Ready Index indicated that Smethport Elementary School (SES) ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA and Math.

ELA Assessments: SES: 53.5% PA State Avg.: 63%

Math Assessments: SES: 33.1% PA State Avg.: 45.5%

The 2018 Future Ready Index indicated that Smethport Elementary School demonstrated that the following subgroup showed a downward trend on the following PA State assessments.

Students with Disabilities ELA, PSSA, 18.6%

Economically Disadvantaged MATH, PSSA 23.9%

Students with Disabilities MATH, PSSA, 17.0%

The 2018 Future Ready Index indicated that Smethport Elementary School ranked below the state average in regular attendance at school indicating an elevated number of students with chronic absenteeism than schools across the State of PA.

Regular Attendance: SES: 82.7% PA State Avg.: 85.4%

2017/2018 PVAAS Data indicates the following:

1. A 2018 score. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 4 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 5 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 6 MATH.
2. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 5 ELA.

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

Aligned Concerns:

2017/2018 PVAAS Data indicates the following:

1. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 7 Math, PSSA Grade 7 ELA and Keystone ELA.

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 50% PA State Avg.: 63%

Math Assessments: SAJSHS: 41.8% PA State Avg.: 45.5%

Science Assessments: SAJSHS: 60.8% PA State Avg.: 64.3%

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 4% PA State Avg.: 18.3%

Math Assessments: SAJSHS: 15.3% PA State Avg.: 17.7%

Science Assessments: SAJSHS: 15.2% PA State Avg.: 27.3%

The 2018 Future Ready Index indicated that Smethport Elementary School (SES) ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA and Math.

ELA Assessments: SES: 53.5% PA State Avg.: 63%

Math Assessments: SES: 33.1% PA State Avg.: 45.5%

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The 2018 Future Ready Index indicated that Smethport Elementary School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SES: 13.6% PA State Avg.: 18.3%

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Science Assessments: SES: 19.7% PA State Avg.: 27.3%

2017/2018 PVAAS Data indicates the following:

1. A 2018 score. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 4 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 5 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 6 MATH.

2. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 5 ELA.

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

Aligned Concerns:

2017/2018 PVAAS Data indicates the following:

1. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 7 Math, PSSA Grade 7 ELA and Keystone ELA.

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 50% PA State Avg.: 63%

Math Assessments: SAJSHS: 41.8% PA State Avg.: 45.5%

Science Assessments: SAJSHS: 60.8% PA State Avg.: 64.3%

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 4% PA State Avg.: 18.3%

Math Assessments: SAJSHS: 15.3% PA State Avg.: 17.7%

Science Assessments: SAJSHS: 15.2% PA State Avg.: 27.3%

The 2018 Future Ready Index indicated that Smethport Elementary School (SES) ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA and Math.

ELA Assessments: SES: 53.5% PA State Avg.: 63%

Math Assessments: SES: 33.1% PA State Avg.: 45.5%

The 2018 Future Ready Index indicated that Smethport Elementary School demonstrated that the following subgroup showed a downward trend on the following PA State assessments.

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Students with Disabilities MATH, PSSA, 17.0%

The 2018 Future Ready Index indicated that Smethport Elementary School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SES: 13.6% PA State Avg.: 18.3%

Math Assessments: SES: 6.2% PA State Avg.: 17.7%

Science Assessments: SES: 19.7% PA State Avg.: 27.3%

2017/2018 PVAAS Data indicates the following:

1. A 2018 score. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 4 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 5 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 6 MATH.
2. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 5 ELA.

Systemic Challenge #4 (*Guiding Question #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.

Aligned Concerns:

2017/2018 PVAAS Data indicates the following:

1. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 7 Math, PSSA Grade 7 ELA and Keystone ELA.

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 50% PA State Avg.: 63%

Math Assessments: SAJSHS: 41.8% PA State Avg.: 45.5%

Science Assessments: SAJSHS: 60.8% PA State Avg.: 64.3%

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 4% PA State Avg.: 18.3%

Math Assessments: SAJSHS: 15.3% PA State Avg.: 17.7%

Science Assessments: SAJSHS: 15.2% PA State Avg.: 27.3%

The 2018 Future Ready Index indicated that Smethport Elementary School (SES) ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA and Math.

ELA Assessments: SES: 53.5% PA State Avg.: 63%

Math Assessments: SES: 33.1% PA State Avg.: 45.5%

The 2018 Future Ready Index indicated that Smethport Elementary School demonstrated that the following subgroup showed a downward trend on the following PA State assessments.

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Economically Disadvantaged MATH, PSSA 23.9%

Students with Disabilities MATH, PSSA, 17.0%

The 2018 Future Ready Index indicated that Smethport Elementary School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SES: 13.6% PA State Avg.: 18.3%

Math Assessments: SES: 6.2% PA State Avg.: 17.7%

Science Assessments: SES: 19.7% PA State Avg.: 27.3%

2017/2018 PVAAS Data indicates the following:

1. A 2018 score. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 4 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 5 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 6 MATH.
2. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 5 ELA.

Systemic Challenge #5 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

2017/2018 PVAAS Data indicates the following:

1. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 7 Math, PSSA Grade 7 ELA and Keystone ELA.

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 50% PA State Avg.: 63%

Math Assessments: SAJSHS: 41.8% PA State Avg.: 45.5%

Science Assessments: SAJSHS: 60.8% PA State Avg.: 64.3%

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 4% PA State Avg.: 18.3%

Math Assessments: SAJSHS: 15.3% PA State Avg.: 17.7%

Science Assessments: SAJSHS: 15.2% PA State Avg.: 27.3%

The 2018 Future Ready Index indicated that Smethport Elementary School (SES) ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA and Math.

ELA Assessments: SES: 53.5% PA State Avg.: 63%

Math Assessments: SES: 33.1% PA State Avg.: 45.5%

The 2018 Future Ready Index indicated that Smethport Elementary School demonstrated that the following subgroup showed a downward trend on the following PA State assessments.

Students with Disabilities ELA, PSSA, 18.6%

Economically Disadvantaged MATH, PSSA 23.9%

Students with Disabilities MATH, PSSA, 17.0%

The 2018 Future Ready Index indicated that Smethport Elementary School ranked below the state average in percentage of students scoring advanced on PA State assessments in ELA, Math and Science.

ELA Assessments: SES: 13.6% PA State Avg.: 18.3%

Math Assessments: SES: 6.2% PA State Avg.: 17.7%

Science Assessments: SES: 19.7% PA State Avg.: 27.3%

2017/2018 PVAAS Data indicates the following:

1. A 2018 score. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 4 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 5 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 6 MATH.
2. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 5 ELA.

Systemic Challenge #6 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA, Math and Science.

ELA Assessments: SAJSHS: 50% PA State Avg.: 63%

Math Assessments: SAJSHS: 41.8% PA State Avg.: 45.5%

Science Assessments: SAJSHS: 60.8% PA State Avg.: 64.3%

The 2018 Future Ready Index indicated that Smethport Jr. Sr. High School ranked below the state average in regular attendance at school indicating a high number of students with chronic absenteeism than schools across the State of PA.

Regular Attendance: SAJSHS: 77.7% PA State Avg.: 85.4%

The 2018 Future Ready Index indicated that Smethport Elementary School (SES) ranked below the state average in percentage of students scoring advanced and proficient on PA State assessments in ELA and Math.

ELA Assessments: SES: 53.5% PA State Avg.: 63%

Math Assessments: SES: 33.1% PA State Avg.: 45.5%

The 2018 Future Ready Index indicated that Smethport Elementary School ranked below the state average in regular attendance at school indicating an elevated number of students with chronic absenteeism than schools across the State of PA.

Regular Attendance: SES: 82.7% PA State Avg.: 85.4%

2017/2018 PVAAS Data indicates the following:

1. A 2018 score. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 4 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 5 MATH.
2. A 3 year avg. indicating moderate evidence that the district has NOT met the standard for academic growth (yellow) for PSSA Grade 6 MATH.
2. A 3 year avg. indicating significant evidence that the district has NOT met the standard for academic growth (red) for PSSA Grade 5 ELA.

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 the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: Future Ready Index, PVAAS

Specific Targets: PSSA and Keystone Proficient and Advanced rates at or above the PA State average in MATH, ELA and SCIENCE.

PSSA and Keystone Advanced rates at or above the PA State average in MATH, ELA and SCIENCE.

Type: Annual

Data Source: Future Ready Index, PVAAS

Specific Targets: PVAAS growth data showing evidence that the district has met the standard for growth in each year (green) and for the 3 year average in PSSA grade 4 MATH, PSSA grade 5 MATH, PSSA grade 6 MATH and PSSA grade 7 MATH.

PVAAS growth data showing evidence that the district has met the standard for growth in each year (green) and for the 3 year average in PSSA grade 5 ELA, PSSA grade 7 ELA and KEYSTONE ELA.

Type: Annual

Data Source: Future Ready Index

Specific Targets: Upward trends in all subgroups for achievement and growth data in MATH, ELA and SCIENCE.

Type: Annual

Data Source: Future Ready Index, PVAAS

Specific Targets: Maintenance or improvement on all areas listed as accomplishments in this plan.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Teacher Teams Evaluating Curriculum, Instruction, High Level Quality Assessment and High Quality Curricular Assets.

Description:

All teachers and administrators will evaluate their curriculum to ensure alignment with the common core standards and PA State Standards. Curriculum Maps will be adjusted as needed. 100% of curricula will be aligned to the PA core and state standards. Data will be available from student assessments relating to curriculum. Professional Development on analyzing data, high level assessment, quality instruction, technology and other curriculum assets will be provided. Teacher teams will analyze data to determine curriculum alignment and gaps. After determining alignment and gaps, adjustment will be made to address gaps and alignment. Comprehensive curriculum analysis and development will be placed on a departmental 7 year cycle where curricular assets and materials will be evaluated as well.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Increased Quality Instructional Time

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

Description:

Teacher knowledge of individual student/class data. Lesson plans that reflect data knowledge. A data warehousing system and data sources are in place for teachers to easily access student data. Teams will meet as needed to analyze data. There has been training for teachers on using this data. Using information from analyzed data, the teachers will use information to develop lessons plans and individual student plans.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

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

Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Future Ready Index, PVAAS

Specific Targets: See target goals listed in Goal #1.

Type: Interim

Data Source: PSSA, PASA, Study Island, AIMS Web, DIBELS, WIDA testing for EL's, Grades, F & P Reading Levels

Specific Targets: Progress monitoring goals and individual benchmarking and improvement goals set for each student.

Type: Annual

Data Source: Future Ready Index

Specific Targets: Decrease in the number of students who are chronically absent from school. ie Students who miss 10 or more days per year.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of

Differentiated Instruction in Mixed Ability Classrooms,
<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Consistent understanding of student needs and implementation of effective instructional practices across all classrooms in each school

Description:

Principals will monitor implementation of effective instructional practices. 100% of teachers will demonstrate effective instructional practices based on the needs of individual learners and taking into account barriers to learning, family situations, trauma based approaches, pre-referral process, student assistance needs, special education modifications and adaptations, 504 SA modifications and adaptations, behavior concerns, foster student status, homeless and other special circumstance that may be a barrier to a student's education..

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Common Assessment within Grade/Subject

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Increased Quality Instructional Time

Goal #3: Establish a district system that fully ensures the consistent implementation of standards aligned curriculum, effective instructional practices, high cognitive level, quality assessments, high quality curriculum assets that are all aligned to PA Core and State standards.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Future Ready Index, PVAAS

Specific Targets: See all targets listed in the first goal.

Strategies:

Implementation Steps:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Smethport Area SD.

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Larry Dennis on 4/26/2019

Board President

Affirmed by David London on 4/25/2019

Superintendent/Chief Executive Officer