

Peters Township SD

District Level Plan

07/01/2017 - 06/30/2020

District Profile

Demographics

631 E McMurray Rd
McMurray, PA 15317
(724)941-6251
Superintendent: Jennine French
Director of Special Education: Patricia Kelly

Planning Process

Planning for the comprehensive planning process

The planning team consisted of a central leadership team along with a Comprehensive Planning Committee made up of teachers, administrators and community representatives. The first administrative planning meeting occurred on November 14, 2012. An email blast was sent to the parents/community to ask for volunteers for the Comprehensive Planning committee. The Comprehensive Plan has the following school district members: sixteen staff members, nine administrators along with three school board members.

The administrative planning team continued to meet with Dr. Dimperio, Acting Superintendent to discuss timelines and next steps. It was discussed that the Comprehensive Planning Committee begin with the vision statement and then move to the mission statement. A booklet was developed for the Comprehensive Planning meeting and this booklet had the four major emphasis areas with examples. The emphasis areas included: Vision, Mission Statement, Shared Values and the Educational Community.

The first Community planning meeting occurred on December 11, 2012 with forty-two members in attendance with a "Cafe" theme. The focus of this meeting centered around the development of a new vision and mission statement with the administrators assisting in facilitating the meeting.

In January of 2013, the Administrative Planning team met several times with Dr. Dimperio to set a timetable and discussed the second community meeting of the Comprehensive Planning Committee. The Administrative Planning team reviewed the the draft version of the vision and mission statements, to condense and clarify for the next meeting.

Prior to the community meeting, three versions of the Mission and Vision Statements were reviewed by the administrators along with the Shared Vision and Community Statements were explored during a District Leadership Team meeting to gather their input. On February 26, 2013, the second Comprehensive Planning Committee met and the following areas were discussed during this

meeting: Mission, Vision, Shared Values and the Educational Community statement. With the administrators facilitating the dialogue, the Comprehensive Planning Committee agreed on the final versions of the four areas.

Continuing the Comprehensive Planning process, the Administrative Planning committee met bi-weekly to complete the details required within the Comprehensive Plan.

In July 2013, the principals came together and worked on the district's guiding questions related to standards, curriculum, instruction, assessment, safe and supportive schools, material and resources and professional development in order to develop the action plan. Prior to working on the guiding questions, the plan to this point was reviewed with the building principals.

The Comprehensive Plan was presented to the Education Committee on September 30, 2013 and then reviewed by the Comprehensive Planning Committee on October 9, 2013. The Comprehensive Plan was on display for 28 days and made available at the District Administrative Office and the Peters Township Public Library.

Mission Statement

Peters Township School District will promote academic excellence, build leadership, and inspire character as a prominent Pennsylvania School District measured by state and national standards.

Vision Statement

Peters Township School District, as a public school entity, will enable students to realize their potential to learn, live, lead and succeed.

Shared Values

We Believe:

- All students have value, the ability to learn, and deserve the opportunity to receive a high quality education.
- Educational excellence is achieved through the collaborative efforts of students, family, school, and community.
- Valuing individual diversity encourages respectful and clear communication both locally and globally.

- Technology, the arts, service learning, athletics, and extra curricular activities empower students to explore their talents and creatively shape their futures.
- Variety in teaching and learning strategies will encourage rigor and relevance in an ever changing world.

Educational Community

Educational Community

Historical Background

Peters Township was incorporated in 1781 as one of the 13 original Townships of Washington County when it became part of Pennsylvania. Prior to 1781, the Peters Township area was part of Virginia. Over the years, portions of Peters Township were sectioned off to form other municipalities; eventually, leaving the present configuration of 19.5 square miles.

Peters Township was named after William “Indian” Peters. The Indian name has long-been associated with Peters Township. Some of the first settlers were the Wright Brothers (James & Joshua), James Matthews, John Sweringer, Rev. David Phillips, Andrew Dunlevy, Daniel Townsend and Robert Bell. Peters was initially a farming community and then later coal became a major industry that resulted in the development of the neighborhood of Hackett.

Peters Township remained a sparsely populated rural community until the 1950s with a reported population of 3,004. With suburbanization, Peters Township more than doubled in size from 1950 to 1960 to a population of 7,126. This steadily increased to the 2000 population of 17,566. Since then the population has continued its steady climb to the current population in 2012 of 22,262.

In 1976, the Township’s Home Rule Charter became effective. The Township’s current Arrowhead logo was adopted with the new Home Rule Charter. It was designed by local artist, Robert Chamberlain, who used an arrowhead found in Peters Township as the pattern.

Geographic Location:

Peters Township is located about 15 miles south of Pittsburgh in the northeastern corner of Washington County. This suburban community, with a rich sense of tradition is quickly changing from a rural, farm community to a suburban, upper-middle class neighborhood. That unique rural charm, an excellent school system, quality recreation programs & facilities, spacious wooded building lots, easy access to plenty of shopping and dining establishments, and low taxes are just a few of the reasons people have chosen to live in this community.

Peters Township includes the towns of McMurray and Venetia. The Township offers such amenities as swim clubs, country clubs, the Montour Trail and a recreation center. The township is characterized as being progressive and traditional.

Peters Township is fortunate to have 470 acres of parks and open spaces that include playground areas, fishing, outdoor stage, conservancy area, and 4.0 mile walking trail, sports fields, and picnic shelters. A Community Recreation Center with year-round recreation programs for all ages is also accessible to the township residents.

Community Profile

In a recent community resident survey (2012), 91.5% ranked the quality of life in the Township as “very good” or “excellent,” while only 8.5% considered it to be “poor” or “fair. Residents of Peters Township have high educational and income levels. Within the Township, the major employment sectors are retail, hospitality and healthcare.

The school district works in partnership with the police department, fire department and municipality as well as the chamber of commerce in the provision of services. The district is also fortunate to collaborate with the public library and various arts organization. Civic groups, such as the Rotary, Chamber of Commerce, medical, law, and faith based organizations partner with the district as well.

The Municipality of Peters Township and the Peters Township School District share several joint ventures including: District-nominated representatives to the Township's Parks and Recreation Board, the Cable TV Board, and the sharing of equipment and facilities for the Channel 7 Public Access Cable Television Studio. The Township's parks and recreation departments often schedule activities in the district, and the Township's Recreation Leagues offer support to school sports. The Peters Township Police Department leads the local DARE (Drug Abuse Resistance Education) program in the schools. “Character Counts” is a nationally recognized joint initiative that promotes respect, responsibility, and honesty with the schools and in the community.

School Climate

The 2012-2013 student enrollment for the district was 4,413. The student population has limited diversity. Approximately 10% of the students are identified as special education students and less than 2% of the student population is enrolled in the Free and Reduced Lunch Program.

The township residents have high educational standards for they themselves are educated and provide varied experiences in their travels and cultures. In 2012, all five schools met the federal “No Child Left Behind” requirements for the eighth consecutive year.

The Parent Teacher Association (PTA) Area Council is an integral part of the Peters Township School District. The purpose of PTA Area Council is to organize and develop goals and programs to promote the overall welfare of our children and youth in the home, school and community. The District

will accomplish these goals through four major strategies: Education, Coordination of Resources, Communication and Exploration of Issues.

The Peters Township Education Foundation, in its second year, is a group within the community that is working to expand and enhance learning opportunities for students attending school in Peters Township. Public schools face a variety of new challenges as state and federal funding sources are being taken away. Through grants provided to teachers, the Peters Township Education Foundation funds important initiatives within the schools such as technology, curriculum and research materials.

Summary of Academic Programs

Peters Township School District consists of five school buildings, the District's Administrative Offices and maintenance facility. The five schools are Bower Hill Elementary School (Kindergarten thru 3rd grade), Pleasant Valley Elementary School (Kindergarten thru 3rd grade), McMurray Elementary School (4th thru 6th grade), Peters Township Middle School (7th and 8th grade) and the Peters Township High School (9th thru 12th grade).

Curriculum development in the district is a continual and dynamic process making an effective academic program of studies available to students. Various content areas are at different levels of the design, implementation and evaluation stages of curriculum development. There are curriculum committees currently operating for most of the content areas taught in the academic program.

Students in grades K -6 are grouped heterogeneously and participate in Response to Intervention and Instruction (RTII) that provides an additional 30 minutes of literacy instruction geared to the student's individual needs daily. Students at the Middle School are provided opportunities for challenging courses with advanced options in math and biology. High School students self-select their course levels based on career objectives.

According to the U.S. News and World Report, the Peters Township High School is ranked 14th within Pennsylvania. Students have the opportunity to take Advanced Placement coursework and exams. The AP participation rate at PTHS is 41%. The student body makeup is 50% male and 50% female, and the total minority enrollment is 4%. Over 95% of the students go on to higher education.

Students have options to enroll in courses outside of Peters Township High School. This may occur through the dual enrollment option or an online elective course that is not currently offered at the high school.

The Arts are an integral component in the curriculum and our students have the opportunity for hands-on instruction in pottery, music, vocals, theater and painting. Students have a chance to enter the world of media through video production, computer animation and graphic design

Colleges and Universities that are in close proximity to Peters Township School District include: Washington and Jefferson College, Waynesburg College, California University, Carnegie Mellon University, Duquesne University and Robert Morris University.

In 2011, the U.S. Department of Education named Pleasant Valley Elementary School as National Blue Ribbon School. In 2012, the Middle School was nominated for this award and are awaiting the announcement of the 2013 National Blue Ribbon Schools.

Athletics

Peters Township School District offers a variety of clubs and activities and over 16 sports for our students to participate in throughout the school year. The community is extremely proud of its rich traditions in Western Pennsylvania high school athletics. Peters Township School District is a member of both the Western Pennsylvania Interscholastic Athletic League (WPIAL) and of the Pennsylvania Interscholastic Athletic Association (PIAA).

The purpose of the athletic program is to encourage and foster opportunities for students to participate in activities other than the academic. This develops learning outcomes in skills, emotional patterns, communication, interpersonal group dynamics, teamwork, leadership, and general knowledge.

Staff Characteristics

The Peters Township School District, in 2012 -2013 employed 20 administrators, 276 teachers and 217 full-time and part-time support personnel.

A comprehensive mentoring and new teacher induction program assists new teachers in learning effective strategies for growing their content and pedagogical skills.

Resources and Financial Data

The 2012-2013 budget was: \$50.9 million. This was an increase from 2011 -12 of 2.5%. The millage for the school district is 100.3, each millage generates \$326,000.00. The district is funded by a combination of a local income tax, a property tax, a real estate tax, coupled with funding from the Commonwealth of Pennsylvania and the federal government. Grants have provided an opportunity to supplement school funding without raising local taxes.

Community Feedback

During the Community meeting on December 11, 2012, business leaders, parents, staff administrators and school board members gathered and had round table discussions on the community. In discussing the question pertaining to the Educational Community, the following challenges to the community were brought to the forefront. It was noted that the district's student

demographics lends itself to initiate awareness on cultural/racial diversity. In discussing education in general, the focus on standardized testing was discussed and the impact of this has on the general curriculum. The positive communications were focused on the increase of new housing along with the community's pride in both the community and the school district.

Planning Committee

Name	Role
Judy Alexander	Secondary School Teacher - Regular Education
Lisa Anderson	Parent
David Argent	Community Representative
Sami Barry	Business Representative
Michael Benya	Community Representative
Kristofer Bergman	Elementary School Teacher - Regular Education
Leah Blasso	Secondary School Teacher - Special Education
Kelly Borra	Elementary School Teacher - Regular Education
Alyson Boyer	Elementary School Teacher - Special Education
Amy Casciola	Elementary School Teacher - Regular Education
Lori Cuervo	Board Member
Vicky Cunningham	Ed Specialist - School Counselor
Linda Diesing	Elementary School Teacher - Special Education
David DiFilippo	Middle School Teacher - Regular Education
Joseph Dimperio	Administrator
Josh Elders	Middle School Teacher - Regular Education
Michael Fisher	Administrator
Troy Fornof	Business Representative
Robert Freado	Administrator
Jeannine French	Administrator
Jennifer Goldbach	Elementary School Teacher - Regular Education
Cindy Golembiewski	Board Member
Kelly Gustafson	Administrator
Pamela Harrison	Elementary School Teacher - Regular Education
M'Liz Held	Parent
Shannon Hemmingson	Elementary School Teacher - Regular Education
Michael Henaghan	Administrator
Patricia Kardambikis	Student Curriculum Director/Specialist
Patricia Kelly	Student Services Director/Specialist
Bettina Lemmon	Secondary School Teacher - Regular Education

Christopher Lepore	Parent
David Mariner	Parent
Bruce Marks	Community Representative
Greg Marquis	Administrator
Sandra McWilliams	Elementary School Teacher - Regular Education
Lindsey Myers	Instructional Coach/Mentor Librarian
Lora O'Brien	Elementary School Teacher - Regular Education
Lori Pavlik	Administrator
Nicole Rodulovich	Parent
Emily Sanders	Administrator
Brian Schill	Business Representative
Debbie Schinosi	Elementary School Teacher - Regular Education
Susan Schmidt	Parent
Darcy Sefer	Business Representative
Scott Shaw	Elementary School Teacher - Regular Education
Blair Stoehr	Administrator
Jeff Sudol	Ed Specialist - School Counselor
Fred Traumuller	Ed Specialist - School Counselor
Amy Walsh	Parent
Megan Wysocki	Elementary School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The Elementary Curriculum follows a six year curriculum cycle and utilizes Rubicon Atlas as the curriculum mapping tool. Within an online Curriculum mapping tool, the teachers have the opportunity to update the standards on an ongoing bases.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing

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

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

The Elementary - Intermediate Curriculum follows a six year curriculum cycle and utilizes Rubicon Atlas as the curriculum mapping tool. With an online curriculum mapping tool, the teachers have the opportunity to update the standards on an ongoing bases

Middle Level

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

Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

The Middle School Curriculum follow a six year curriculum cycle and utilizes Rubicon Atlas as the curriculum mapping tool. With an online curriculum mapping tool, the teachers have the opportunity to update the standards on an ongoing bases

High School Level

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

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

The High School Curriculum follow a six year curriculum cycle and utilizes Rubicon Atlas as the curriculum mapping tool. With an online curriculum mapping tool, the teachers have the opportunity to update the standards on an ongoing bases

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Career Education and Work
- Civics and Government

- Common Core Standards: English Language Arts
- Common Core Standards: Mathematics
- Environment and Ecology
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- History
- Science and Technology and Engineering Education

Middle Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Mathematics
- Environment and Ecology
- History
- Science and Technology and Engineering Education

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Mathematics
- Environment and Ecology
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

The district curriculum is aligned with the PA Standards and has been in the process of aligning the curriculum to the PA Core 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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Standards and the work has started to align the curriculum to the PA Core Standards. Third grade teachers also reviewed the PA Core Standards and the Eligible Content and Assessment Anchors. A Gap Analysis has occurred between the current PA Standards and the PA Core Standards and curriculum adjustment has been initiated. The "crosswalks" that were located on SAS assisted in this process.

Common Assessments were also defined and aligned to the PA Core Standards

The district also has a 6-year Curriculum Cycle to ensure that the curriculum is reviewed and revised. The district utilizes Rubicon Atlas as the online mechanism for curriculum mapping and follows the UbD format.

In addition the use of lesson plans, curriculum maps, common assessments, data, professional development and grade level meetings are used to ensure planned instruction aligned to curriculum.

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

The district will continue to review and revise the curriculum.

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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Standards and the work has started to align the curriculum to the PA Core Standards. Fourth through sixth grade teachers also reviewed the PA Core Standards and the Eligible Content and Assessment Anchors. A Gap Analysis

has occurred between the PA Common Core Standards and the draft PA Core Standards and curriculum adjustment has been initiated. The crosswalks that were located on SAS assisted in this process. Common Assessments were also defined and aligned to the draft PA Common Core Standards

The district also has a 6-year Curriculum Cycle to ensure that the curriculum is reviewed and revised. The district utilizes Rubicon Atlas as the online mechanism for curriculum mapping and follows the UbD format.

In addition the use of lesson plans, curriculum maps common assessments, data, professional development and grade level meetings are used to ensure planned instruction aligned to curriculum.

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

The district will continue to review and revise the curriculum.

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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Standards and the work has started to align the curriculum to the PA Core Standards. Seventh and eighth grade teachers also reviewed the PA Core Standards and the Eligible Content and Assessment Anchors. A Gap Analysis has occurred between the current PA Standards and the PA Core Standards and curriculum adjustment has been initiated. The "crosswalks" that were located on SAS assisted in this process. The Algebra I Keystone Exam's Eligible Content and Assessments were also reviewed with the current curriculum. Common Assessments were also defined and aligned to the draft PA Core Standards.

The district also has a 6-year Curriculum Cycle to ensure that the curriculum is reviewed and revised. The district utilizes Rubicon Atlas as the online mechanism for curriculum mapping and follows the UbD format.

In addition, the use of lesson plans, curriculum maps common assessments, data, professional development and grade level meetings are used to ensure planned instruction aligned to curriculum.

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

The district will continue to review and revise the curriculum.

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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The curriculum has been aligned to PA Standards and the work has started to align the curriculum to the PA Core Standards. A Gap Analysis has occurred between the current PA Standards and the PA Core Standards and curriculum adjustment has been initiated. The "crosswalks" that were located on SAS assisted in this process. The three Keystone exams and the correlating curriculum has been reviewed with eligible content and assessment anchors.

The district also has a 6-year Curriculum Cycle to ensure that the curriculum is reviewed and revised. The district utilizes Rubicon Atlas as the online mechanism for curriculum mapping and follows the UbD format.

In addition the use of lesson plans, curriculum maps common assessments, data, professional development and grade level meetings are used to ensure planned instruction aligned to curriculum.

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

The district will continue to review and revise curriculum.

Modification and Accommodations

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

The Peters Township School District designs modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum. This is accomplished by providing all students, who need modifications and accommodations, in a manner that avoids stigmatizing students while providing meaningful educational benefit. District personnel consider a modified curriculum, effective behavioral support, teacher training, and the provision of

paraprofessional, as necessary to provide the modifications and accommodations in the least restrictive environment.

In addition to the standards-based instruction and wonderful learning opportunities, such as the arts and physical education provided to students at the primary, intermediate and middle school levels, all students participate in the blend of school-wide enrichment/Response to Intervention and Instruction program. The teachers at each grade level continue to evaluate the strengths and areas of potential growth for their individual students and the grade level as a whole in order to best meet the learning needs of our student population. To that end, students are placed in flexible groups among a designated team of teachers with the use of multiple pieces of data collected throughout the year. Through the aforementioned means, diverse learning needs of the students through targeted reading and Language Arts instruction. Progress monitoring is completed and this information is tailored to better instruct and address the learning needs of our students. The high school level has three levels of courses: foundational, academic and honors in addition to Advanced Placement courses.

In addition, at all levels teachers have developed a variety of assessments, study guides, homework assignments, projects, and in-class work at various levels of mastery and content development to meet the needs of all learners.

The gifted student and enriched students are offered unique opportunities in advancement such as dual enrollment, early graduation, independent studies and mentorships.

Students with IEPs will be monitored through their Specially Designed Instruction and the team will ensure that the modifications and accommodations based on the level of need of each student within the area of academic and functional needs.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Building Supervisors

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

The district currently utilizes both an annual instructional evaluation along with a differentiated supervision model to observe and evaluate teachers. The district is in Pilot III of Teacher Effectiveness and the staff has been provided an overview of Charlotte Danielson model for effective teaching. Administrators formally and informally observe teachers throughout the year and provide feedback in the four domains of effective teaching. Administrative support is provided to teachers identified as in need of improvement in any

of the domains. Building principals and central office administrators assist identified teachers through professional development and mentoring sessions.

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

Peer Evaluation is currently not a practice that the district teachers utilize. One area where Peer Evaluation occurs is within the induction program, when the new teachers visit other teacher's classrooms. The district does not have Instructional Coaches. In lieu of an Instructional Coach, the district has a Director of Professional Development, whose role is to provide professional development in instructional strategies. Additionally, building administrators monitor implementation of the curricula and instructional delivery through weekly review of lesson plans, pacing guides, curriculum maps and informal walk-throughs.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was RTII/Enrichment is provided for all students in grades K -3.

Elementary Education-Intermediate Level

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

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

If necessary, provide further explanation. (Required explanation if column selected was RTII/Enrichment activities are utilized within the Intermediate grades.

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was Gifted has a special scheduled time and Learning labs are utilized for differentiated instruction. Utilize Special Education teachers and small group instruction

High School Level

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

2014 Graduation Specifics

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

Reading

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

Writing

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

Mathematics

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

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

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

English Language and Composition

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

English Literature

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Mathematics

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Science & Technology

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Environment & Ecology

- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

2017 and beyond Graduation Requirement Specifics

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

Biology or Chemistry

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

American History, Civics/Government, or World History

- Students are allowed to test out of required courses.
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Portfolio evaluation				
Locally developed standards aligned to assessments in math	X	X	X	X
PSSA/PASA	X	X	X	X
Textbook assessment	X	X	X	X
Scientific experiments	X	X	X	X
Teacher developed curriculum based assessments	X	X	X	X
Project based assessments	X	X	X	X
AP Exam				X
SAT/PSAT				X
Student Work	X	X	X	X
Work of art/music	X	X	X	X
ACCESS for ELL	X	X	X	X
Keystone Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
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Dibles Next	X	X		
Study Island			X	X
Accelerated Reader	X	X		
Works of art, music or theater	X	X	X	X
textbook assessments	X	X	X	X
STAR reader			X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
demonstration, performance, products, projects	X	X	X	X
diagnostic assessments	X	X	X	X
scientific experiments	X	X	X	X
curriculum based formative assessments	X	X	X	X
exit tickets	X	X	X	X
progress monitoring	X	X	X	X
fitness assessments		X	X	X
work of art, music	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Dibels Next	X	X		
Study Island			X	X
Running Records	X	X	X	X
Textbook assessment	X	X	X	X
Classroom Diagnostic tests			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Building and district administrators all work together to review assessments on a regular basis to determine alignment with the curricula and standards. Under the direction of Assistant to the Superintendent for Curriculum and Instruction and building principals, professional learning communities of teachers develop common assessments aligned to curricula and review assessment data in order to monitor student progress and achievement.

The district does not employ instructional coaches, nor does the district work with the IU on assessment review.

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.

Building and district administrators review assessments on a regular basis to determine alignment with the curriculum and standards. Within professional learning communities, teachers develop assessments aligned to curricula and review assessment data in order to monitor student progress and achievement.

Collection and Dissemination

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

While teachers are aligning curriculum to the common core standards, common assessment are also being reviewed by building principals and central office administrators. Action plans are developed during "data mining" during the October in-service to meet the needs of at-risk-learners, and implementation plans are monitored by building principals and central office administrators. Diagnostic and formative assessments are conducted and maintained in individual buildings for easy access to teachers.

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.

Students who have not reached proficient or higher levels of performance are identified through the review of data. Upon analyzing the data, individual plans are developed to meet the unique needs of each learner and are enforced by the classroom and remedial teachers. Examples would include RTII, one to one meeting with counselor and students and creation of small groups of students to focus on skill building for non-proficient students.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Assessment data are used at all organizational levels to impact teaching and learning. After review and analysis of data, teams determine selected strategies as indicated on the grade level action plans and individual student action plans. Instructional practices help students achieve proficiency in each assessment anchor. This data informed decision making focuses on specific skills and concepts necessary for greater achievement. Instructional strategies are adapted, as necessary, to facilitate learning.

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

The district will continue to analyze curricula alignment to the standards and assessment anchors/eligible content.

Distribution of Summative Assessment Results

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

Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The district has a Director of Communication who assists in the distribution of information. The community and the Peters Township School Board receive a data presentation from the previous year's data during the November's Education Committee meeting. Summative assessment results are also shared with parents through the district's report card which is posted on the district's website. Data is also shared with parents through newsletters that are sent home with PSSA/Keystone Exam scores, parent-teacher conferences and Title I parent workshops.

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

The student handbooks have the Standardized Testing noted, but not the specific dates of the tests. Assessment data is available in multiple other formats for student access.

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.

Peters Township School District has made Adequate Yearly Progress (AYP) in all schools for the past 10 years. Continuing to support increased student achievement is a key goal. With the implementation of a new data warehousing tool during the 13-14 school year staff will be supported in transitioning from traditional content and/or grade level planning meetings to data dialoguing. The teacher's goals will be to identify student weaknesses and planning for individual instructional remediation.

Programs, Strategies and Actions

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

Peer Helper Programs		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				X
Student Assistance Program Teams and Training		X	X	X
Counseling Services Available for all Students				X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

We have not implemented a district wide School-wide Positive Behavioral Program because of our fifteen year participation in the Character Education Program.

Identifying and Programming for Gifted Students

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

Peters Township School District - Criteria for Determining Eligibility as a Gifted Learner
In order for a student to be identified as a Gifted Learner in the Peters Township School District, the student must meet the following cognitive ability requirement, as well as five out of the six multiple criteria indicating gifted ability that are listed below:

A. Cognitive Ability Requirement- The student must attain cognitive ability composite score of 130(+/-5) or above, in one or more of the following areas: verbal, nonverbal, and/or general abilities. The test utilized must be the most current edition of an industry-wide accepted assessment instrument of cognitive ability administered by a Certified School Psychologist.

B. Multiple Criteria Indicating Gifted Ability (five out of six required)

a. Levels of academic achievement as measured by a nationally normed and validated measure of individual academic achievement in the most current edition administered by a Certified School Psychologist in one or more of the following areas: reading, mathematics and/or writing. One or of these scores are to be commensurate with cognitive ability in the gifted range and/or greater than or equal to one grade equivalent year above the student's current grade level placement.

b. Reported rates of acquisition and retention of academic material by the student's team of teachers at the time the referral for gifted evaluation was made are to be above average as compared to the student's grade commensurate peers.

c. The student is to have a history of attaining mostly A or Mastery marks for academic performance. In addition, the majority of the student's final grades for each completed

quarter of the current school year are to be percentage grades that are greater than or equal to 95%.

d. From 1st grade through 3rd grade, the student's total scores for mathematics and/or reading on the current group administered achievement test being utilized by the Peters Township School District are to fall at the 98 percentile or higher. For a student who has taken the PSSA tests, PSSA scores in the area of reading, mathematics and/or writing in the advanced range are required.

e. A recommendation indicating the student is in need of enrichment instruction beyond the regular education curriculum by the student's current team of teachers at the time the referral for gifted evaluation was made is required.

f. The student must demonstrate exceptional performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research.

Developmental Services

Developmental Services	EEP	EEl	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				
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X		
Wellness/Health Appraisal	X	X		

Explanation of developmental services:

At the Elementary level, Instructional Support, Elementary Student Assistance and Child Study teams are active in referral, intervention and follow-up activities for at-risk students. These teams meet regularly to support students with a variety of needs, such as, academic difficulties, behavior and/or attendance issues. At the secondary level, Student Assistance Program teams provide the same services. The district provides a full range of nursing

services to all students. Guidance services are provided to all students K -12. These services include scheduling, career and school counseling, intervention strategies for students with issues such as bullying, death, divorce, drug and alcohol problems and coping skills.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Peters Township School District has established procedures for the identification of students who are experiencing academic difficulties at any level. Students in grades K -6 participate in the district's Response to Intervention and Instruction. Throughout the Elementary and Secondary grades students are administered various assessments to determine academic preparedness.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Peters Township School District strives to maintain an appropriate learning environment for all students. Behaviors that do not change despite various interventions and communication with parents are handled according to the district's discipline policy and procedures. When a child continues to show behaviors that are inappropriate and all options within the school are exhausted, an Approved Private or Partial Hospitalization Program may be considered depending on a child's mental health and behavioral needs. The district continues to find success with such programs even to the extent that students are able to rejoin the regular population after an extended period of time.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Student Handbook	X	X	X	X
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Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

In grades K-8, staff engage in Response to Instruction and Intervention (RTII) strategies to benchmark student progress and provide remediation strategies. In grades 9-12, school counselors work in collaboration with case managers to identify students in need of specific instructional support.

Community Coordination

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

1. Child care
 2. After school programs
 3. Youth workforce development programs
 4. Tutoring
1. Child care - in our K-6 buildings, the district contracts for extended school day care on-site. Our Child Development II class at the high school runs a pre-school program on-site.

2. After-school programs - Each of the district's 5 buildings offers different after-school programs based on student needs and staffing availability.
3. Youth workforce development programs - At the high school, the district has a part-time staff member who coordinates our district's workforce offerings.
4. Tutoring is offered through Peters Township National Honor Society

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 has a transition team consisting of kindergarten teachers, elementary principals and the Director of Pupil Services. Members of the team collaborate on the needs of students, readiness for kindergarten and the needs of the community are discussed.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Professional development is focused on gap analysis between written curriculum and PA Core Standards.

Provide materials and resources checklist while realigning and/or writing curriculum to identify non-aligned items. Materials and resource needs are also reviewed during the yearly budget planning process.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Professional development is focused on gap analysis between written curriculum and PA Core Standards.

Provide materials and resources checklist while realigning and/or writing curriculum to identify non-aligned items. Materials and resource needs are also reviewed during the yearly budget planning process.

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.

Professional development is focused on gap analysis between written curriculum and PA Core Standards.

Provide materials and resources checklist while realigning and/or writing curriculum to identify non-aligned items. Materials and resource needs are also reviewed during the yearly budget planning process.

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.

Professional development is focused on gap analysis between written curriculum and PA Common Core Standards.

Provide materials and resources checklist while realigning and/or writing curriculum to identify non-aligned items. Materials and resource needs are also reviewed during the yearly budget planning process.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms

Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district

	classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

SAS materials and resources will be used as the district continue to plan for full implementation of the PA Core Standards and the district's curriculum mapping. To assist in this process, the district has planned professional development opportunities to ensure staff will be able to access and utilize the SAS site.

Elementary Education-Intermediate Level

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

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

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

Further explanation for columns selected "

SAS materials and resources will be used as the district continue to plan for full implementation of the PA Core Standards and the district's curriculum mapping. To assist in this process, the district has planned professional development opportunities to ensure staff will be able to access and utilize the SAS site.

Middle Level

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

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

Further explanation for columns selected "

SAS materials and resources will be used as the district continue to plan for full implementation of the PA Core Standards and the district's curriculum mapping. To assist in this process, the district has planned professional development opportunities to ensure staff will be able to access and utilize the SAS site.

High School Level

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

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

Further explanation for columns selected "

SAS materials and resources will be used as the district continue to plan for full implementation of the PA Core Standards and the district's curriculum mapping. To assist in this process, the district has planned professional development opportunities to ensure staff will be able to access and utilize the SAS site.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

Web 2.0 technologies such as web portals, virtual communities, blogs, wikis , streaming media and social networking have changed the nature of the internet. In addition, use of server virtualization, integrated program applications, digital applications and hardware, and mobile technologies are also impacting our educational delivery systems. These emerging technologies can be used to support curriculum and instruction by engaging individual students and promoting differentiation of instruction to meet student needs.

Strengths:

- More students are actively engaged in using technology K-12
- Staff has received various grants to procure additional cutting edge technologies and to receive staff development?
- Staff accepts and is enthusiastic about using technology
- District has expanded technology use for administrative and communication functions to streamline operations and improve communication with community
- District infrastructure is well-developed and is expanding to meet needs
- IT staff has expanded to meet the needs of growing use of technology in schools
- Expand telecommunications capabilities and connect students/staff globally
- Staff is piloting use of new technologies such as cloud computing and online learning

Weaknesses:

- The amount of technology staff development overall has been unable to meet the growing needs of teachers and administrators?
- Technology Literacy Skills curriculum is being developed and state/national standards still need to be addressed in the next phase
- District is dependent upon local funding for technology

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

In a cooperative partnership with a community that values excellence in education, the Peters Township School District will utilize existing and emerging technologies to provide educational opportunities, expand and improve communication, access information, and optimize administrative operations.

The Peters Township School District has made a significant investment and commitment to technology integration and utilization at all levels. The District uses technology to support and enhance the educational process, to facilitate district operations, and to communicate and store data and information at various levels. Currently the Technology Department in the District consists of two service areas -- Educational and Informational Technology and the IT Department.

Professional Education

Characteristics

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

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

aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use 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.

All staff at Peters Township School District participate in the Character Education Partnership activities. The yearly focus on topics such as sportsmanship, communication, and leadership, help staff to work effectively with the community and parents. Scheduled in-service days focus on developing strength in content areas, common-core, common assessments, research based best practices, intervention strategies, RTII, and data informed instruction.

Administrators are encouraged to attend regional meetings at the Intermediate Unit and the local SHASDA working group. They also attend Pennsylvania Inspired Leadership (PIL) program and National Institute School Leadership (NISL) courses offered, as well as monthly district level meetings. Administrators who are new to the district are offered training in district initiatives, protocols and procedures by veteran central office staff. Aspiring leaders are supported in the location of appropriate coursework at local colleges and universities. The district provides partial tuition reimbursement to encourage the ongoing learning of staff.

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

The district will enhance the ability to access and use appropriate data with the purchase and training in a data warehousing tool for the 2013-14 school year and beyond. Training will begin with central office staff and building administrators. Selected teachers will be trained as well, working with the administrators in their buildings to expand data dialogues to include grade level and content area meetings.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The district currently utilizes in-service surveys and an annual Act 48 Survey to identify some of the priorities for future staff development offerings. Building administrators participate in in-service workshops, often acting as presenters, to ensure that they are aware of goals and expectations for teachers. Expectations for implementation of training is part of professional development, and teacher observations and walkthroughs incorporate those items as "look-fors." Topics for professional development are determined by a committee, using information from a district survey, PDE initiatives, and assessment data. Professional Development plans are outlined in the district level strategic plan and are referred to on a yearly basis when planning occurs.

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

1. Clear expectations in terms of teacher practice are identified for staff implementation. (Teacher practice will be part of our work to incorporate the new Educator Effectiveness model into our observation system.)
2. Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation. (We will work to incorporate supports into our professional development as part of ongoing growth and development for staff.)
3. Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening. (As we roll out our implementation of a new data warehousing tool, regular review of student assessment data will be an integral part of staff development. Areas where students or sub-groups show weaknesses will become areas for focused professional development in the future.)
4. Professional Education is evaluated to show its impact on teaching practices and student learning. (As we utilize the data warehousing tool and are able to track trend data, we will be able to correlate the impact of new staff development initiatives.)
5. Using disaggregated student data to determine educators' learning priorities. (The new data warehousing tool will enable us to identify learning trends, and address educator preparation to remediate specific weaknesses.)

Induction Program

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

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

The Peters Township School District Induction Program creates a collaborative learning environment for new/experienced teachers. It is designed to guide and inform the newly hired professional while providing leadership and understanding under the direction of a master teacher. Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* is the key text used to guide learners in this teaching/learning process. The Peters Township School District Induction Program promotes 21st century learning by creating 21st century teaching goals and competencies. The SAS portal is a main resource used to support incorporation of effective strategies, practices, procedures, and to locate lesson resources and materials that are known to improve student achievement.

The two-year process provide a support system for first-year teachers to assist in their transition from their former place as students to their new role as teachers in the classroom/in the district, through the assignment of a mentor. It also provides tiered learning experiences for second-year teachers to assist in their evolving experiences in the classroom. Teachers will work on planning and preparing 21st century lessons for students, including the demonstration of knowledge of content, pedagogy, resources, evaluation of student work, and the design of instruction. They will learn methods for creating a classroom environment that is respectful, goal-oriented, organized, manages classroom

procedures and student discipline issues, and integrates the Peters Township School District Character Education components of responsibility, honesty, and respectfulness. Designing coherent instructional delivery that includes giving detailed and concise instructions, using higher-level questioning techniques, engaging students in learning experiences based on their abilities and learning styles, and giving concrete feedback to students on their work/progress is another area of focus. Another key component to the process is self-reflection on professional growth through their individual contributions to the school/district, communication with families, and maintenance of accurate and comprehensive records.

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

All strategies are currently incorporated.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

New teacher induction begins with a formative survey assessment, to determine inductees knowledge of the content to be shared. In reviewing and prioritizing the agendas for Year 1

and 2 together, inductees further highlight their strengths and weaknesses, taking responsibility for areas where improvement is needed. The Director of Staff Development works with principals to identify appropriate mentors. Mentors are invited to a meeting to review guidelines for the mentorship and to determine methods for documenting meetings with the mentee, sharing back information to support induction workshops. Induction participants provide ongoing feedback related to their learning needs and are surveyed at the end of each induction year regarding programmatic needs or changes. The induction program is framed around the work of Charlotte Danielson's frameworks. During the first year of employment, inductees are observed twice by a building level principal, and twice by the Director of Staff Development. Information gathered in observations is used to shape upcoming workshops for inductees. Lesson plans are reviewed as well. Induction participants at PTSD are required to create an induction portfolio by the end of their third year of employment with the district. Current inductees have been incorporating instructional technology in the creation of digital portfolios to match their work to Danielson's Domains.

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

With the addition of a data warehousing tool in the 2013-14 school year, data will be reviewed on classroom data for staff who are new to the district. Induction and in-service workshops will be tailored to support teacher growth in meeting specific needs in a timely and differentiated manner.

Mentor Characteristics

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

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

At Peters Township, mentor teachers must be Instructional II teachers who have taught in the district for at least three years. They are assigned based upon the following criteria:

1. First, from the grade level/discipline in the building in which they are teaching

2. Second, from the same building or split between one building and the same subject discipline outside of the building
3. In the rare occasion in which an Instructional II teacher is not available under the above two circumstances, the mentor teacher is chosen based upon master teacher qualities as determined by the building principal, Director of Staff Development or the superintendent or his/her designee.

The mentor teacher will also possess successful evaluations from the principal, recommendation and support of the supervisory staff and administration, and have the willingness to serve. In recognition of this, the board will provide an honorarium; the mentor will also be paid on a per diem basis for any additional days s/he is required to work in this capacity above and beyond the regular school year.

Mentors will be provided with monthly topics, coinciding with Building/District activities. For example, mentors will be expected to discuss Open House procedures with the new teacher during the month of September when Peters Township School District typically hosts the event. This checklist of topics will be referenced in the mentor's monthly induction reports and will be posted on the mentor web page.

The mentor teacher's role will include:

1. Establishing an effective professional rapport with the new teacher
2. Assisting the new teacher in identifying strategies to communicate with supervisors, parents, and community members
3. Meeting with the teacher on a weekly basis and
4. Providing written monthly documentation of said meetings
5. Serving as a coach through mutual classroom observations
6. Modeling 21st century learning techniques
7. Participating in the Induction Program
8. At an induction meeting, presenting a 21st century teaching strategy that coincides with Charlotte Danielson's *Framework for Teaching*
9. Blogging with other mentors on topics related specifically to the mentors' responsibilities
10. Demonstrating character qualities and providing ways in which *Character Education* can be integrated into the classroom

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

All mentor strategies are currently incorporated.

Induction Program Timeline

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

If necessary, provide further explanation.

During the course of the two-year program, the New Teachers attend Induction meetings both after school and during the school day. The Year One teachers begin the first year of the program with a two-day orientation prior to the beginning of the school year. Topics for this orientation include, but are not limited to, those areas included in Charlotte Danielson's *A Framework for Teaching*:

1. Overview of the Induction Program based upon Charlotte Danielson's *A Framework for Teaching*
2. Self-reflection on teaching through monthly note-taking with the Mentor
3. Setting up the classroom for the first day of school
4. The Observation Process
5. The Level 1 to 2 process
6. Character Education
7. A Community Field Trip
8. Visitation to the Community library to learn about available resources for both students and teachers
9. Technology Use
10. Curriculum/Instruction/Assessment

11. Professional Code of Conduct for Educators (Chapter 235)
12. Pedagogy

In addition, upon hiring, the Business Office, per School Board Policy #4105 (Orientation), conducts an orientation with the new employee on district procedures, employee benefits, and policies.

Topics covered in the second year fall under each of Danielson's four domains of Planning and Organization, Instruction, Classroom Environment, and Professionalism including, but not limited to:

1. Creating an environment of respect and rapport
2. Managing classroom procedures
3. Training in Crisis Response and Pathogen Safety
4. Organizing physical space
5. Establishing a culture for learning
6. Demonstrating knowledge of content and pedagogy
7. Selecting instructional goals
8. Designing coherent instruction
9. Communicating with families
10. Maintaining accurate records
11. Managing student behavior
12. Engaging students in learning
13. Using questioning and discussion techniques
14. Demonstrating knowledge of students
15. Assessing student learning
16. Providing feedback to students
17. Growing and developing professionally
18. Showing professionalism

Segments on School Law, Lesson Design, Differentiation, Special Education, and Portfolio Construction complete the two-year program. Master teachers with various expertise, as well as administrators and other experts in the fields, act as presenters in the program.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Our induction program is evaluated regularly with a summative review occurring at the conclusion of each school year. A yearly survey is conducted using Survey Monkey or a similar data-collection instrument. The survey assesses the degree to which the objectives were achieved.

1. Informal assessments include group discussions during induction meetings and information gathered in group notetaking documents (GoogleDocs).
2. Formative evaluations for Year One, Year Two, and Mentor Teachers include the monthly induction tracking (GoogleDocs), which includes the mentor's report on the new teacher's progress, Year One and Year Two teachers' question and answer segments about teaching, and feedback on the monthly induction topics.
3. A formal summative assessment is conducted at the end of each year's program. This assessment is completed on Survey Monkey, or other such software, and is given to the new teachers, mentors, administrators, and building-level principals to complete. Information from this survey is used to incorporate changes into the Induction program in order to meet new teachers' ever-changing needs.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **442**

Identification Method

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

The Peters Township School District utilizes the "discrepancy model" for identifying students with a specific learning disability. This model looks at the difference between the students cognitive ability and academic achievement as measured by nationally normed and validated measures administered by a Certified School Psychologist. If a significant discrepancy exists between the student's cognitive ability and academic achievement within a specific area in accordance with PA Chapter 14, they are considered to have a specific learning disability in that area. If the student is determined to have a specific learning disability and evidences an educational need for support services, then that student also qualifies for special education support services.

Enrollment

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

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

Not significantly disproportionate.

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?

Section 1306 of the Pennsylvania School Code deals with the public school admission of nonresident students living in shelters, facilities or institutions. Peters Township School District shall admit to the district's public schools school aged children who are living at or assigned to the facility and who are residents of the district or another district of this Commonwealth.

Peters Township School District has admitted students who are in group homes and/or shelters. Full educational programs are provided to these students, including special education programs. The student's current Individual Education Program (IEP) is implemented, until if necessary a reevaluation and IEP are developed to ensure the least restrictive environment is afforded all students.

Peters Township School District has meet with county case managers,group home staff, educational advocates, social workers, and educational and medical guardians to overcome any barriers that would limit the District's ability to provide FAPE to all students. In addition to ensuring that an appropriate educational program is provided, the host district has Child Find responsibilities for children "thought-to-be" eligible for special education services and/or accommodations within the host school's jurisdiction. This

responsibility includes locating, identifying and evaluation all 1306 students with suspected disabilities.

Incarcerated Students Oversight

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

The school counselors within the school district are notified when a student receiving special education services is placed or incarcerated by the court system. The school counselor will notify the principal of the building and the Director of Special Education immediately. The Director of Special Education will contact the facility. The IEP team will meet and discuss any further arrangements that need to be made in order to continue to provide appropriate services.

Presently, Peters Township School District is not a host district of a facility for incarcerated students.

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.

Peters Township School District offers a full continuum of services for students who are identified as students with disabilities and those who are thought to be. Students who are identified as having a disability and receive special education services are served in the Least Restrictive Environment (LRE). The Peters Township School District offers special education services through a inclusion model in regular education classrooms where students are included with their typical peers to the maximum extent possible, with appropriate supplemental aids and services. Also available are pull-out classrooms for learning support, autistic support, speech and language support, vision support, and life

skills support. Academic Centers, directed study halls, social skills groups, and Extended School Year Programs are also provided. If the student does not show adequate progress in the curriculum utilizing the continuum of supports available within the district, only then is an outside placement considered.

Supplementary aids and services are implemented to support individual student academic, social and behavioral needs. They include, but are not limited to extended time, gross motor activity, graphic organizers, multi-sensory instruction, preferential seating, picture schedules, daily completion of planners/homework, directions given orally, redirection, allow wait time for processing of information. The mentioned SDI are but a small sample of the aids and services as these must be developed to meet the individual needs of student. As a pre-referral processes, the Instructional Support Team (IST) and Child Study Teams for Kindergarten through twelfth grade provide a means for addressing students in need of assistance and assessment prior to formal identification of a disability by the Peters Township School District. These processes allow Peters Township School District to serve students in need while maintaining their designation as regular education students. The Student Assistance Program (SAP) also addresses the emotional and behavioral needs of students for grades 4 through 12 while collaborating with community agencies. Curriculum Support Teachers are also designated to support students in grades K through 8 in order to provide direct and supportive instruction for remediation and tutorial purposes in the basic education curriculum within the regular education classrooms and a pull-out classroom setting. Response to Intervention and Instruction (RTII) is provided in various grade levels to support students in reading skills tailored to meet individual needs.

Additional services available within the Peters Township School District include: Counseling Services, Social Work Services, Psychological Services, Occupational Therapy Services, Physical Therapy Services, Speech and Language Therapy Services, Deaf and Hearing Support, Mobility and Orientation Support, and Transportation Services. The district also utilizes the services available from Intermediate Unit 1 including Autism Support Services, Assistive Technology Support Services, Contracted School Psychology Services, Contracted Social Work Services, and regular consultations with the assigned IU1 Supervisor of Special Education. PaTTAN /PDE is used to continue professional development to administrators through consultations and conferences, as well as in-service for teachers and paraprofessional.

In the 2011-12 school year Peter's Township School Distinct did not meet the SPP targets with 4.41 % of LEA students educated in private separate facilities (private day schools). As a result the district developed an Least Restrictive Environment Improvement Plan that was submitted and approved by PDE. There are two initiatives in the plan, which are Professional and Program Development. At the beginning of the 2012-13 school year the district assigned a special education teacher between the High School and Middle School to support the life skills students. Presently, the district has increased the support at the high school with a full time special education teacher. The district has continued to support professional development in Applied Behavior Analysis (ABA) enabling the district to expand beyond two elementary schools classrooms with an autistic focus classroom at

the Middle School starting in the 2013-14 school year. In the 2014-15 and 2015-16 school year the district will continue to expand the support for life skills and autistic students.

Behavior Support Services

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

The Peters Township School District maintains a board approved discipline policy and has related policies to accommodate the needs and protect the rights of students with disabilities. These policies outline the steps to follow when disciplining any student. The district does have programs and plans in place to help students maintain appropriate behavior. Positive Behavior Support Plans are developed for those students whose behavior impedes his/her learning or that of others. The district also utilizes two Intermediate Unit employed Social Workers in addition to the school guidance counselors to afford School Based Behavioral Health Services. These counselors and social workers provide support and counseling to students who demonstrate a need for this type of service. Proper procedures are always followed in determining if the students actions are a result of his/her disability.

Character Counts is a part of the fabric of all Peters Township School District buildings. Each year, the buildings create age-appropriate themes to address positive behavioral expectations of all students. Character Counts Initiatives includes monthly meetings with the school district and community to identify areas for collaboration to foster positive growth in student leadership and self-regulation skills. We promote Character Counts and Positive Behavior Strategies through professional development opportunities to share best practices.

Professional development on de-escalation, crisis management and passive restraint training will be provided to the counselors and may include additional staff such as special and/or general education staff, paraprofessionals and administrators. These teams will be provided on-going professional development to be able to meet the student needs in all school buildings.

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.

Currently Peters Township School District is not having difficulty in ensuring FAPE for any individual student or a particular disability category. If any difficulty arises the district would follow the below listed procedures.

The Peters Township School District will follow specific procedures when a student is identified as a hard to place or may be at risk for not meeting his/her goals within the IEP. The district will notify the Intermediate Unit One, Interagency Coordinator. The coordinator will work with the district in setting up an interagency meeting to include all agencies that provide supports and services to the student. The district will convene an IEP meeting where the team will review the student's current education program and determine if the student's needs are being met within the IEP. The team will then make any necessary changes and /or recommendations. If the team determines that the student's needs are no longer being met in the public school setting, alternative placement options will then be considered. In the event a placement can not be secured for the student within 30 days, the district will then contact the Pennsylvania Department of Education and report the required information. Cordero will be filed by the district if necessary and the department will be updated monthly until an appropriate placement is secured. Also, the Peters Township School District will report all students who receive Instruction in the Home or who are on Homebound through the appropriate format.

The program expansion of the continuum of services planned during the life of this plan includes the continuing to support the autistic students at the middle school in the 2013-14 school year. This support is presently at Bower Hill and McMurray Elementary Schools. The district will continue to support the Sensory Rooms and the resources to support students with sensory needs. In the 2013-14 school year, Peters Township will enhance the support and programs for Life Skill students at the High School level by adding additional career awareness options.

Peters Township will continue examine the needs of students with therapeutic and emotional needs to assure that all students are appropriately serviced. In the 2013-14 and 2014-15 school year professional development will be implemented for staff.

Strengths and Highlights

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

- The School Board Directors and Administration are committed to providing quality education for all students who reside in the Peters Township School District.
- Peters Township School District received the National School District of Character Award from the Character Education Partnership in 2010. In the fall of 2013 the Peters Township community will celebrate its 15th year anniversary of collaboration in Character Education.
- Character Education Programs within the district with community involvement. Two of the five individual buildings have won national awards for their commitment to Character Education.
- IST and Classroom Support programs implemented in both primary elementary buildings.
- ESAP support programs available at the intermediate elementary school. SAP and Child Study support programs available at Middle School and High School.
- Highly Qualified paraprofessionals at all building levels.
- Two parent informational nights were held during the 2012 -2013 and included various Special Education topics with guest speakers. This was well received by the community and will be expanded to include topics relevant to the needs of Peters Township students and families in 2013-14 through 2015-16.
- In-service for special education staff has focused on Autistic Support programs including Applied Behavior Analysis and the Verbal Behavior Approach. Training has been provided by PaTTAN TAC staff who continues to support the effective implementation of the program.
- Presently have classrooms supporting Autistic students in Bower Hill and McMurray and will expand the program to the Middle School starting in the 2013-2014 school year.
- The district will continue to develop Sensory Rooms and resources to support students with sensory needs.
- The district will continue to provide training, resources and support for administrators, teachers and paraprofessionals in the effective utilization of sensory materials.
- Professional development in implementing a student's IEP or 504 Agreement is conducted at the beginning of each school year. Collaboration between special education casemangers and general education teacher occur to discuss students special education program, including the supplementary aids and services at the start of the year and when any revisions are made.
- In the 2013-2014 school year, Peters Township will enhance the supports and programs for Life Skills students at the High School level by adding additional career

awareness options. These opportunities will connect to a student's transition program preparing them for graduation.

- Building transition meetings are held when students move from Elementary to Intermediate and Intermediate to Middle School and Middle School to High School towards the conclusion of each school year. The meetings are held in the new school placement and include the current staff, future staff and families to review expectations of new buildings ,review new schedules and review any revisions needed to the Individual Education Plan (IEP).

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
McMurray House	Nonresident	Peters Township School District	5

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Institute	Approved Private Schools	Life Skills Support	2
Mon Valley School	Special Education Centers	Life Skills Support	2
Pathfinder School	Special Education Centers	Life Skills/ Autistic/ Multiple Disabilities	6
St. Anthony's School Program	Special Education Centers	Life Skills Support	1
Watson Institute	Approved Private Schools	Multiple-disability Support	1
Wesley Highland Spectrum	Approved Private Schools	Emotional Support	1
Wesley Spectrum Academy	Other	Emotional Support/ Autistic Support /Other Health Impaired	10
Western PA School for the Blind	Approved Private	Vision Support	2

	Schools		
Western PA School for the Deaf	Approved Private Schools	Hearing Support	1
Watson Cyber School	Special Education Centers	Autistic/Emotional Support	1
Educational Campus at Clark - Comprehensive Therapeutic Support Program	Special Education Centers	therapeutic Support Program	4
Transformation School	Special Education Centers	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bower Hill	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	2	0.11
Bower Hill	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	16	0.89

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bower Hill	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	17	0.85
Bower Hill	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	3	0.15

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bower Hill	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	4	0.67
Bower Hill	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	6 to 8	2	0.33

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bower Hill	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	58	1
Justification: Speech and Language services are rendered via small group and one and one instruction thus eliminating any range concerns							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	7	0.44
Pleasant Valley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	9	0.56

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Pleasant Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	4	0.22
Pleasant Valley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	14	0.78

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	58	1
Justification: Speech and Language support services are rendered via small group and one on one instruction thus eliminating any age range concerns							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McMurray	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	14	0.78
McMurray	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.22

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McMurray	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	16	0.84

McMurray	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	3	0.16
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Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McMurray	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	1	0.08
McMurray	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	0.92

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McMurray	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	1	0.1
McMurray	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	0.9

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McMurray	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	3	0.3
McMurray	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	11 to 12	7	0.7

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McMurray	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	2	0.14
McMurray	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	12	0.86

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McMurray	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	64	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McMurray	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	1	0.13
McMurray	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	6	0.75
McMurray	An Elementary School Building	A building in which General Education programs are	Full-Time Special Education Class	Learning Support	9 to 12	1	0.12

		operated					
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Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Township	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.67
Peter Township	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	13 to 15	1	0.33

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Township	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	0.84
Peters Township	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	3	0.16

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Township	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	19	0.95
Peters Township	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	1	0.05

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Peters Township	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	18	0.9
Peters Township	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.1

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Township	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 15	2	0.29
Peters Township	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	5	0.71

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Township	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	21	0.9
Peters Township	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Township	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	20	0.7
Peters Township	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning Support	14 to 18	5	0.3

	School Building	Education programs are operated	but More Than 20%)				
Justification: Not sure why justification is needed							

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Township	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	26	0.96
Peters Township	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.04

Program Position #24*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Township	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	24	0.96
Peters Township	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.04

Program Position #25*Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Peters Township	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	19	0.33

Special Education Support Services

Support Service	Location	Teacher FTE
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Director of Special Education	District Administrative Office	1
Paraprofessional	Peters Township High School	6
Paraprofessional	Peters Township Middle School	4
Paraprofessional	McMurray Elementary School	10
Paraprofessional	Bower Hill Elementary School	8.5
Paraprofessional	Pleasant Valley Elementary School	5.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	5 Days
Social Worker	Intermediate Unit	5 Days
Occupational Therapy	Outside Contractor	5 Days
Crossroads Speech and Hearing	Outside Contractor	1 Days
Interpreter for the Deaf and Hearing Impaired	Outside Contractor	3 Days
Physical therapy	Outside Contractor	1 Days
Lead Support Teacher	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	5 Days
Social Worker	Intermediate Unit	3 Days
Interpreter for Deaf and Hearing Impaired	Outside Contractor	5 Days
Interpreter for Deaf and Hearing Impaired	Outside Contractor	5 Days
Interpreter for Deaf and Hearing Impaired	Outside Contractor	5 Days
Blind and Visually Impaired	Intermediate Unit	3 Hours
Deaf and Hearing Impaired	Intermediate Unit	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

The district offers 18 Advanced Placement (AP) Courses

Accomplishment #2:

Adequate Yearly Progress (AYP) was made in each school

Accomplishment #3:

Curriculum is reviewed on a six year cycle and addresses alignment with standards, assessment anchors and eligible content.

Accomplishment #4:

The district's GUILD Induction program (Guidance, Understanding, and Information, through the Leadership, and Direction of a master teacher) is designed to provide systemic organizational effort to assist new teachers in adjusting effectively so they are able to contribute to the goals of the district

Accomplishment #5:

The district's special education program ensures that students who are academically at risk are identified early and receive interventions based upon their individual needs.

Accomplishment #6:

Professional development is based on sound research and focuses on the identified needs of the employees as noted in the Act 48 Committee

Accomplishment #7:

Response To Intervention and Instruction (RTII) in the elementary school focuses on the needs of the students

Accomplishment #8:

Data driven systems are integrated into professional development time

Accomplishment #9:

Preliminary Scholastic Aptitude Test (PSAT) will be given to all 10th grade students beginning in the 2013-2014 school year

District Concerns

Concern #1:

A data warehouse has been purchased and a procedure for analysis will need to be developed to guide instructional decisions

Concern #2:

Common assessments aligned to the PA Core Standards will need to be developed in each content area

Concern #3:

The district needs to implement a technology plan for replacement of equipment.

Concern #4:

Improved communication between the district office and the building level

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #0*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all schools for all students

Aligned Concerns:

A data warehouse has been purchased and a procedure for analysis will need to be developed to guide instructional decisions

Common assessments aligned to the PA Core Standards will need to be developed in each content area

The district needs to implement a technology plan for replacement of equipment.

Improved communication between the district office and the building level

Systemic Challenge #2 (*System #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.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all schools for all students

Indicators of Effectiveness:

Type: Interim

Data Source: Study Island Benchmarks: May 2014-17

Specific Targets: Student performance will increase by 2 to 4 percent for each end of year benchmark in reading and math. (Grades 3-11)

Type: Interim

Data Source: Core English and Math Online course - September 2014 - May 2017

Specific Targets: Core English and Math Online course to be passed (pass equals 60%) by students for remediation who did not score proficient on the Keystone Algebra 1 or the Keystone Literature Exam (Graded pass/fail)

Type: Interim

Data Source: Dibels Assessment: May 2014 - 17

Specific Targets: Student performance will increase by 2 to 4 percent for each end of year benchmark (Grades K-6)

Type: Annual

Data Source: PSSA and Keystone Exams: May 2014-17

Specific Targets: Students will show a 2 to 4 percent increase in achievement from the previous year's data.

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction is one strategy that will be planned, implemented and monitored within our schools to ensure effective instructional practices across all schools for all students. The purpose of differentiated instruction is to bring evidenced based practices into the classroom, such as demonstrated by the Danielson Framework. Differentiated instruction is an appropriate strategy because it reaches all students at their instructional level.

SAS Alignment: Instruction

Implementation Steps:

Administrator Data Analysis Training

Description:

The administrators will be able to access student and school data. The administrators will be able to monitor instructional teams as they examine student data using the data tool.

Evidence of implementation will be agendas, sign-in sheets and log-ins of administrators into the On-Hands tool.

Start Date: 8/19/2013 **End Date:** 5/31/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Data Analysis Training for Trainers

Description:

Teachers will be trained as Train the Trainer model by OnHand Schools in the use of the data warehouse tool to help develop effective instructional practices.

Indicators of Implementation: Train the Trainers will be able to access school and student data. They will be able to train other teachers and staff to effectively access student data using the data tool. Evidence of implementation will include agendas, sign-in sheets and log-ins of train the trainer into the OnHands tool.

Start Date: 8/26/2013 **End Date:** 5/31/2017

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

- Differentiated Instruction

*Teacher Data Analysis Training***Description:**

The Train the Trainers will train the teaching staff in the use of the OnHands data warehouse tool to help develop effective instructional practices.

Indicator of Implementation: Teaching will be able to access school and student data. They will be able access student data using that to effectively develop differentiated instruction. Evidence of implementation will include agendas, sign-in sheets and log-in of teachers into the OnHands tool.

Start Date: 8/26/2013 **End Date:** 5/31/2017

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

- Differentiated Instruction

Monitor Effective Instructional Practices through the Implementation of Differentiated Instruction

Description:

Building principals will conduct walk-throughs and evaluations to ensure best practices and differentiated instruction is being implemented.

Indicators of implementation: Will be based on walk-throughs and evaluations using the Danielson Framework. Indicators of evidence will be completion of walkthroughs, Educator Effectiveness rubrics and Teacher Evaluations as required by PDE.

Start Date: 10/1/2013 **End Date:** 5/31/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Effective Instructional Practices Demonstrated by Evidence Collection

Description:

Teaching staff will provide evidence of effective instructional practices learned and demonstrated by analysis of student data to provide differentiated instruction to all students.

Indicators of implementation and evidence: Will include evidence such as lessons plans, student work samples, assessments, and rubrics.

Start Date: 5/30/2014 **End Date:** 5/31/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all schools for all students

Strategy #1: Differentiated Instruction

Start	End	Title	Description
8/19/2013	5/31/2017	Administrator Data Analysis Training	The administrators will be able to access student and school data. The administrators will be able to monitor instructional teams as they examine student data using the data tool.
			Evidence of implementation will be agendas, sign-in sheets and log-ins of administrators into the On-Hands tool.
		Person Responsible Assistant Superintendent, Assistant to the Superintendent and the Director of Pupil Services	SH 3.0 S 3 EP 14 Provider OnHand Schools
			Type For Profit Company App. No

Knowledge Data analysis to drive instructional practices

Supportive Research Differentiated Instruction

Designed to Accomplish
 For classroom teachers, school Increases the educator’s teaching skills based on research on effective practice, with

counselors and education specialists:

attention given to interventions for struggling students.

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

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

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

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

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

Series of Workshops

Training Format

Participant Roles	Dir Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Creating lessons to meet varied student learning styles

LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all schools for all students **Strategy #1: Differentiated Instruction**

Start	End	Title	Description
8/26/2013	5/31/2017	Data Analysis Training for Trainers	Teachers will be trained as Train the Trainer model by OnHand Schools in the use of the data warehouse tool to help develop effective instructional practices. Indicators of Implementation: Train the Trainers will be able to access school and student data. They will be able to train other teachers and staff to effectively access student data using the data tool. Evidence of implementation will include agendas, sign-in sheets and log-ins of train the trainer into the OnHands tool.
		Person Responsible Building Administrators and Train the Trainer Staff	SH 6.0 S 1 EP 20 Provider OnHand Schools Type For Profit Company App. No

Knowledge Data Anlysis to drive instructional practices (How to train other staff included)

Supportive Research Differentiated Instructional

Designed to Accomplish
 For classroom teachers, school counselors and education Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Series of Workshops

Training Format

<p>Participant Roles</p>	<p>Classroom teachers</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>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</p>	<p>Evaluation Methods</p>	<p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data</p>

varied student learning styles

LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all schools for all students **Strategy #1: Differentiated Instruction**

Start	End	Title	Description
8/26/2013	5/31/2017	Teacher Data Analysis Training	The Train the Trainers will train the teaching staff in the use of the OnHands data warehouse tool to help develop effective instructional practices. Indicator of Implementation: Teaching will be able to access school and student data. They will be able access student data using that to effectively develop differentiated instruction. Evidence of implementation will include agendas, sign-in sheets and log-in of teachers into the OnHands tool.
		Person Responsible Building Administrators and Train the Trainers	SH 2.0 S 3 EP 25 Provider Train the Trainers
			Type School Entity
			App. No

Knowledge Data Analysis to drive instructional practices

Supportive Research Differentiated Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

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

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

Training Format	Series of Workshops		
Participant Roles	Classroom teachers	Grade Levels	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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 	Evaluation Methods	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all schools for all students

Strategy #1: Differentiated Instruction

Start	End	Title	Description
10/1/2013	5/31/2017	Monitor Effective Instructional Practices through the Implementation of Differentiated Instruction	<p>Building principals will conduct walk-throughs and evaluations to ensure best practices and differentiated instruction is being implemented.</p> <p>Indicators of implementation: Will be based on walk-throughs and evaluations using the Danielson Framework. Indicators of evidence will be completion of walkthroughs, Educator Effectiveness rubrics and Teacher Evaluations as required by PDE.</p>
		<p>Person Responsible Building Administrators and Assistant to the Superintendent for Performance Management</p>	<p>Provider Central Administration</p>
		<p>SH 2.0 S 12 EP 14</p>	<p>Type School Entity</p> <p>App. No</p>

Knowledge Effective instructional practices

Supportive Research Differentiated Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with
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attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles

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

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

Chief School Administrator

Special Education Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Chief School Administrator