

Cornwall-Lebanon SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

105 E Evergreen Rd
Lebanon, PA 17042
(717)272-2031
Superintendent: Philip Domencic
Director of Special Education: Sarah Schaefer

Planning Process

The creation of Cornwall-Lebanon School District's Comprehensive Plan has been a collaborative process taking nearly one year to complete. The process included many people from a wide variety of stakeholders. The Steering Committee guided the process and had representatives on each of the subcommittees. Subcommittees were formed and completed assigned tasks. Each subcommittee shared completed work during Steering Committee meetings. The following is a list of steps employed to complete the Cornwall-Lebanon School District's Comprehensive Plan:

1. Since the Special Education Plan was due more than six months prior to the actual Comprehensive Plan, the subcommittee charged with the completion of this component was formed using the required representatives from various stakeholder groups.
2. The Special Education Subcommittee completed all tasks necessary to successfully complete the Special Education Plan. The plan then was presented to the Board of School Directors on March 12, 2018, and approved on April 16, 2018.
3. Membership of the Comprehensive Plan Steering Committee was finalized.
4. Orientation meeting and introduction of the Comprehensive Plan was held on May 3, 2018, to potential steering committee team members with personal commitment to follow in preparation for Board Approval.
5. Presentation of the Comprehensive Plan Steering Committee was provided to the School Board on May 14, 2018.
6. Members of the Comprehensive Planning Team were formally Board approved on May 21, 2018.
7. An update of the Comprehensive Plan work was provided to the School Board on June 11, 2018.
8. Subcommittees were formed with volunteers from the Steering Committee and representatives from other stakeholder groups. Subcommittees included: District Profile;

Core Foundations Elementary; Core Foundations Secondary; Safe and Supportive Schools; Professional Education; and, Goals and Action Plans.

9. Development of the District's new mission, vision, and values were completed and presented to the Steering Committee. These statements were modified as per consensus of the committee and tentatively approved.
10. All components related to the Assurances section of the plan were reviewed and completed.
11. Using teacher and administrative input, the data analysis under the section of Needs Assessment was completed.
12. After reviewing the most recent relevant data and the results found in the data analysis portion of the Needs Assessment, the Goals and Action Plans Subcommittee completed the system analysis and aligned systemic challenges.
13. While aligning the systemic challenges, the goals were established.
14. Action plans were then developed to address the identified goals.
15. The plan in its entirety was reviewed and edited with the Superintendent of Schools on October 3, 2018.
16. The plan in its entirety was reviewed and edited with the Superintendent of Schools and the assigned Comprehensive Plan Committee School Board Member on October 4, 2018.
17. The plan in its entirety was reviewed and edited where appropriate in draft form for the 28-day public review on October 15, 2018.
18. The plan in its entirety was emailed in draft form to all building principals and Comprehensive Plan Committee members on October 16, 2018.
19. The plan was then submitted to the Board of School Directors for inspection and input, November 12, 2018.
20. Using the input from the Board of School Directors, the Steering Committee made the necessary changes prior to formal Board Approval on November 19, 2018.
21. Formal adoption of the plan occurred and it subsequently was submitted to the Pennsylvania Department of Education prior to November 30, 2018.

Mission Statement

Cornwall-Lebanon School District Mission: Empowering students to reach their individual potential.

Vision Statement

Students will develop the academic and personal skills necessary to become successful and responsible citizens within a global society. The District will make this vision a reality by considering the best interests of students. Decision making will utilize research, sound logic, relevant data, and responsible stewardship of resources.

Shared Values

The Cornwall-Lebanon School District is committed to:

- providing every student with a comprehensive learning environment and effective tools for learning;
- student mastery of basic skills, including college and career readiness, vocational, and technological excellence;
- fostering a healthy district culture and a safe learning environment where ethical and moral behavior is valued;
- providing a variety of co-curricular and extracurricular educational opportunities that extend beyond the traditional classroom;
- promoting parent and community engagement;
- providing an educational program that enables students to become creative, self-directed learners who demonstrate critical thinking, problem solving, and interpersonal skills;
- employing a highly skilled staff that effectively integrates instructional technology and consistently uses data to improve student learning;
- a process of continual improvement in all aspects of the educational program.

Educational Community

Cornwall-Lebanon School District is located in the south-central part of Lebanon County, Pennsylvania, and encircles the city of Lebanon. It is part of the beautiful Lebanon Valley, bound on the north by the Blue Mountains and on the south by the South Mountains. The center of the district is located about 25 miles equidistant from Harrisburg to the west, Reading to the east, and Lancaster to the south.

With a student population of approximately 4798, Cornwall-Lebanon School District is the largest of six school districts in Lebanon County. Along with the other Lebanon County districts, it is a

member of the Lancaster-Lebanon Intermediate Unit 13. The Lebanon County Career and Technology Center is located within District boundaries.

The school district comprises a growing and diverse population. The racial diversity of students enrolled in the district is 82.28% White; 9.23% Hispanic or Latino of any race; 4.0% Black or African American; 2.04% Asian; .33% Pacific Islander; 2% Multi Racial; .01% Native American. Gender breakdown is 49.02% female, 50.98% male. Currently, 746 students receive special education services, or 15.55% of the student population. In the CLSD, 96.7% of the students speak English as their primary language; the remaining 3.3% represent English Language Learners. Free/Reduced lunch represents 35.4% of the student population as determined by free (31.3%) and reduced (4.1%) lunch participants.

Cornwall-Lebanon School District is composed of the townships of South Lebanon, North Cornwall, West Cornwall, and North Lebanon, in addition to the boroughs of Cornwall and Mount Gretna, and a portion of the city of Lebanon known as Fairview Heights Annex. Mt. Gretna is a beautiful summer resort area popular for its well-known summer theater, summer art show, and active Chautauqua cultural programs. The Whitaker Center, Giant Center, Lebanon Community Theater and the Hershey Theater offer cultural arts and entertainment. Lebanon Valley College and Harrisburg Community College (Lebanon campus) also offer educational opportunities, within a short driving distance of our district.

Cornwall-Lebanon School District is located in the heart of Pennsylvania Dutch Country, local heritage includes people from many national origins. The district consists of 70 square miles inhabited by more than 31,000 residents, including those living in several planned retirement communities. In addition, there are many nursing homes and personal care communities throughout the area. The school district is unique in Pennsylvania in that both the school district population and the number of residents has increased in size. The school district encircles an urban center which will continue to affect our demographics.

Lebanon County has a vibrant industrial community. According to the Pennsylvania Department of Labor and Industry Workforce Information & Analysis data (2017), the Cornwall-Lebanon School District is the fourth largest employer in Lebanon County. Other top ten industries in the area include the Federal Government; Farmer's Pride, Inc.; Wellspan Good Samaritan Hospital; Lebanon School District; Wellspan Philhaven; Walmart; Swift Transportation Company AZ; and State and County Government. Other notable industries include Bayer US, LLC; Lebanon Seaboard Corporation; New Penn Motor Express, Inc.; GPU Energy; AES Ironwood (natural gas power plant); the Daniel Weaver Company (Lebanon Bologna); smaller companies; business parks; and many excellent family farming operations.

A community-based educational foundation, the Falcon Foundation, supports and enhances educational and enrichment opportunities (social, cultural, and athletic) for all people in the Cornwall-Lebanon community. Since its incorporation in 2000, the Foundation has supported many students and staff members with grants and awards. Many capital projects throughout the District were made possible by their contributions, including: Automated External Defibrillators (AEDs) for

each district building; TV studio development and new equipment; auditorium sound equipment; continuous technology equipment and upgrades throughout the District; Earl Boltz Field scoreboard; grants to community groups to build lavatory/storage/refreshment stand facilities at the playing fields on school property near each of the four elementary schools; upgrades to CCHS planetarium; tennis court lights; and underwriting The Falcon Perch – Coffee shop for work based learning program.

Cornwall-Lebanon School District can boast of a proud heritage with its educational roots reaching deep into the early history of America. As early as 1740, the settlers of this area established a school near Fontana. The little one-room, red brick schoolhouse (and some stone ones, too) had become permanent parts of the landscape by 1865. By 1890, a graded course of study had been introduced.

Shortly after the turn of the twentieth century, three high schools were in operation: (1) Bismarck (Quentin), (2) Hebron, and (3) Cornwall. At first, these schools offered only two years of secondary instruction; but by 1927, three years was standard for the three buildings. Construction of two, new modern consolidated schools at Iona and Cornwall was completed by 1927, and the curriculum was increased to four years.

In 1952, the school districts of West Cornwall, North Cornwall and Cornwall Borough signed Articles of Agreement to form a jointure of the three districts. North Lebanon Township entered the jointure in 1958, and South Lebanon Township became a member in 1961, at which time a formal application was made by the Cornwall-Lebanon Suburban Joint School System to the Department of Public Instruction to build Cedar Crest High School.

Because the concept of the new high school varied from state standards, special permission was sought and received from the State Board of Education and the State Superintendent of Public Instruction to construct a compact climate-controlled building, the first of its kind in Pennsylvania.

The groundbreaking ceremony for Cedar Crest High School was held in March of 1964. Although Cedar Crest High School came into existence in September of 1965, the students coming to the high school that Fall did not enter the new building on East Evergreen Road, as it had not yet been completed. During the 1965-66 school term, all students in grades 10, 11, and 12 attended classes in the Cornwall High School building. By the spring of 1966, the building was completed and commencement exercises for the Class of 1966 were conducted in the gymnasium of the new Cedar Crest High School building.

In July 1966, a merger of all the districts in the jointure and Mt. Gretna was effected, and the name was changed to Cornwall-Lebanon School District, now operating under a nine-member school board and a district superintendent. The District buildings currently include: Cedar Crest High School; Cedar Crest Middle School; and Cornwall, Ebenezer, South Lebanon, and Union Canal elementary schools.

The school district is home to a number of historically famous or nationally known sites:

- Cornwall Iron Furnace, the only preserved charcoal, cold-blast iron furnace in the Western Hemisphere, is located in Cornwall. Cannon and shot were manufactured there to support George Washington during the Revolutionary War. The sturdy stone homes in nearby Miners Village are typical of 19th century industrial villages in this National Historic District.
- Union Canal Tunnel, the oldest transportation tunnel in the United States, was cut through solid rock with pick, shovel, and crowbar, and completed in 1827 at a length of 729 feet. It is the centerpiece of Union Canal Tunnel Park, a popular 110-acre recreational area.
- Farmers Market in Historical Lebanon occupies the original 1892 farm market building which has been preserved to the beauty of its 19th century birth, while creating a twenty-first century shopping experience. A variety of quality farm produced and handmade items are available for purchase.

In addition to WellSpan Good Samaritan Hospital and Lancaster General Health, the District also is home to the Veteran's Administration Hospital and WellSpan Philhaven. A professional medical/dental park is centrally located in the District. Access to other fine medical facilities and hospitals, such as the Penn State Milton S. Hershey Medical Center, are within a short driving distance.

Shopping opportunities include several multi-store shopping areas and many large stores, such as Walmart Supercenter, Home Depot, and Lowe's. A variety of eateries are available, as well as, fine dining establishments, such as Tony's Mining Company, Inn 422, Trattoria Fratelli, and Timbers Dinner Theatre.

Planning Committee

Name	Role
Dean Bozman	Administrator
Tracie Clemens	Administrator : Professional Education
Philip Domencic	Administrator
Nicole Malinoski	Administrator
Jason Murray	Administrator : Professional Education
Mariah Rackley	Administrator
Sarah Schaefer	Administrator : Special Education
Robert Griffiths	Board Member
Karen Groh	Business Representative : Professional Education
Rebecca Witherite	Business Representative : Professional Education
Kenny Montijo	Community Representative : Professional Education
Beryl Stoddard	Community Representative : Professional Education

Kathy Donaldson	Ed Specialist - Other : Special Education
Stephanie Livingston	Ed Specialist - Other : Special Education
Susan Weiss	Ed Specialist - Other : Professional Education Special Education
Jaime Bettleyon	Ed Specialist - School Psychologist : Professional Education Special Education
Sara Fiebig	Elementary School Teacher - Regular Education : Professional Education
Benjamin Rugg	Elementary School Teacher - Regular Education : Professional Education
Darren Grumbine	High School Teacher - Regular Education : Professional Education
Erin Rhoades	High School Teacher - Regular Education : Professional Education
Raquel Sides	High School Teacher - Special Education : Special Education
Todd Gardner	Middle School Teacher - Regular Education : Professional Education
Christopher Groff	Middle School Teacher - Regular Education : Professional Education
Edward Donley	Parent : Professional Education
Lynne Lowe	Parent : Professional Education
Jennifer Nazarchuk	Parent : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	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	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
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 curriculum groups have actively worked to evaluate the written curriculum aligned to the PA Core and common assessments. The District has a systemic goal to improve the curriculum revision process by developing a subcommittee to review and establish new procedures for the District.

In the curriculum areas of Science and Social Studies, our district has historically met curricular objectives through an integrated Language Arts approach. The necessary skills have been embedded into the existing curriculum. Current efforts have been designed to isolate the skills and content to meet the PA Core Standards. The focus of efforts by grade level curricular leaders will be directed toward identifying and mapping the required skills

into core units of study that will culminate with authentic common assessments created and used by all staff across the District to better evaluate continuing areas of need.

In the areas of Science and Technology and Engineering, we consider ourselves "Needs Improvement," due to the fact that our courses do not include the proper degree of influence necessary for the curricular area. The District is going to consider a formal professional development program with the Intermediate Unit 13, master schedule, and revised course offerings to support the professional staff assigned to evaluate this area of instruction.

Elementary Education-Intermediate Level

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

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

In the areas of Science and Technology and Engineering, we consider ourselves "Needs Improvement," due to the fact that our courses do not include the proper degree of influence necessary for the curricular area. The District is going to consider a formal professional development program with the Intermediate Unit 13, master schedule, and revised course offerings to support the professional staff assigned to evaluate this area of instruction.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing

Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	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	Developing	Developing
World Language	Developing	Developing

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

The middle school has done an excellent job promoting an exciting school climate with character building activities, service oriented projects, and multiple interpersonal activities that promote social and emotional development. The Care Groups are pervasive in the building and have stimulated an environment of empathy for others in the building. During the term of this current Comprehensive Plan, the Middle School will be investigating a PBIS system to support student motivation and contribute to greater student engagement.

High School Level

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

	Improvement	Improvement
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	Developing	Developing
World Language	Developing	Developing

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

In the areas of Science and Technology and Engineering, we consider ourselves "Needs Improvement," due to the fact that our courses do not include the proper degree of influence necessary for the curricular area. The District is going to consider a formal professional development program with the Intermediate Unit 13, master schedule, and revised course offerings to support the professional staff assigned to evaluate this area of instruction.

Adaptations

Elementary Education-Primary Level

Checked answers

- Career Education and Work

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Career Education and Work

Unchecked answers

None.

Middle Level

Checked answers

- Career Education and Work
- Civics and Government
- Family and Consumer Sciences
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- Family and Consumer Sciences
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

We have developed and expanded State and/or National standards in all listed curricular areas.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	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 District has initiated a systemic process to align, prioritize and vertically articulate the curriculum. This process also will be included in an action plans to support the current Comprehensive Plan.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	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 District has initiated a systemic process to align, prioritize and vertically articulate the curriculum. This process also will be included in an action plans to support the current Comprehensive Plan.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	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 District has initiated a systemic process to align, prioritize and vertically articulate the curriculum. This process also will be included in an action plans to support the current Comprehensive Plan.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
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 District has initiated a systemic process to align, prioritize and vertically articulate the curriculum. This process also will be included in an action plans to support the current Comprehensive Plan.

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

This narrative is empty.

Modification and Accommodations

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

Each classroom teacher is expected to modify instruction on an “as needed” basis. Modifications and accommodations are driven by a number of considerations. The factors considered consist of: contents of Individual Education Plans and 504 Plans; standardized test results; curriculum-based assessment results; formative assessment results; unique individual needs and any other pertinent circumstances.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Teachers are required to submit unit and daily lesson plans listing standards on a recurring cycle at each building. Teachers are expected to follow district curriculum, including pacing guides and common formal assessments. Administrators conduct bi-annual formal observations, as well as walk-throughs, to evaluate the execution of District-approved curriculum. During the term of the next Comprehensive Planning cycle, it is the intent of the leadership in the Cornwall-Lebanon School District to review and revise the Clinical Supervision process and related artifacts to better articulate with the teacher effectiveness model in Pennsylvania.

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

We do not employ instructional coaches in our district and do not have a formal plan that includes peer evaluation or coaching. Peer coaching often is used during the intensive assistance process. The intensive assistance process is used when an educator is identified as needing significant improvement. While peer coaching is not a formal process, professional collaboration is promoted and often required through the assignment of tasks related to curriculum, instruction, assessment, and the creation of teaching resources. There is a goal across the entire organization to support a greater level of Professional Learning Communities to support lesson planning.

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.	Full

	Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Elementary Education-Intermediate Level

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.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Middle Level

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

Our district does not completely agree with the premise communicated in this statement. Our district believes in the value of professional collaboration. We also believe that all students deserve to have the most effective and highly qualified teachers. As a result, we have a balance between the most effective and less effective teachers assigned to common grade levels and courses. This produces an opportunity for less effective teachers to benefit from working closely with more effective teachers. In addition, our district administrators work diligently to improve any teacher determined to be less effective.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00

Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

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

gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

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

Local Assessments

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

Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X	X	X		X
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Common Performance and Unit Assessments	X	X	X	X
Common Marking Period Assessments			X	X
Mid-Term and Final Examinations				X
LEA Developed ELA Unit Tests	X	X		
LEA Developed Math Summative	X			

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
FitnessGram				X
Edmentum - ELA		X	X	X
Edmentum - Math		X	X	X
Edmentum - Science			X	X
LEA Developed Math Benchmark	X			
Department Marking Period Assessments				X
Dibels	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Technology Applications	X	X	X	X
Quizzes	X	X	X	X
Total Participation Techniques			X	
Collins Writing	X	X	X	X
Exit Tickets / Summarizers	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Exact Path - ELA, Math, Reading	X	X	X	
USA Test Prep				X

Dibels	X	X		
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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	X
Professional Learning Community Review			X	
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Teachers are given common planning time throughout the year to create or modify department assessments. All assessments are forwarded to the building level administrator, as well as, the curriculum administrator for review.

Elementary level assessment on both the EEP and EEI level are reviewed at Response to Intervention and Instruction meetings held quarterly. Teachers are given common planning time throughout the year to evaluate pacing and/or modify grade level assessments. The Cornwall-Lebanon School District is spending the current 2018-2019 school year evaluating and revising the curriculum review process across all content areas from K-12.

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.

Elementary uses data from Exact Path, Edmentum Benchmarks to correlate with PSSA annual data to validate the curriculum and assessments. We utilize PVAAS and other diagnostic information to determine growth and the need of students to properly correlate the curriculum to the PA Core.

The middle school uses data from Exact Path, Edmentum Benchmarks, and state assessment data to validate the curriculum and assessments.

Teachers work with department members to develop, analyze, and complete a thorough item analysis on chapter, unit, marking period, midterm, and final examinations to validate the curriculum and assessments. Keystone content teachers analyze and correlate midterm and final examinations to the previous year's Keystone results, including module and anchor categories.

There is a constant and pervasive process of evaluation of assessments in the Cornwall-Lebanon School District. All assessments are validated within curriculum groups on a

frequent basis across all levels of instruction. This process takes place multiple times during a six-year time period.

Collection and Dissemination

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

Elementary Building level Administrators and/or their designee's collect, disaggregate, and distribute PSSA, DIBELS and Edmentum data to grade level teams and aligned support staff. ELA and Math Item Analysis is completed by either individuals, teachers, or grade level teams on a systematic basis determined by the administration.

At the middle school, data is distributed to the staff via Edmentum, the Data Team, department meetings, and team meetings.

Secondary administrators analyze and disseminate assessment data to department chairpersons who, in turn, discuss the results with their department and individual teachers. Administrators also are a part of these department meetings. All teachers are required to complete an item analysis on marking period and semester examinations and to review this work with their administrative supervisor.

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.

Elementary data from the assessments is used to make decisions for students who will receive Intervention in ELA or changes in skills based math grouping. Individual teachers will use the data to determine skills groups and differentiate instruction within the classroom environment across a variety of content areas.

Teachers' instruction is informed using student performance on diagnostic and benchmark assessments, PVAAS, state assessment scores, and classroom performance.

At the secondary level, students who have not demonstrated proficiency are placed in specific classes where these standards are addressed. Students are required to pass all District standard examinations prior to receiving credit for the class.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment		X	X	X

anchors, eligible content or standards-aligned learning objectives.				
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
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Teachers have access to disaggregated information from the PSSA and Keystone examinations and Edmentum Benchmark, as reported by core assessment anchors. Curriculum and lesson planning documents are revised based upon current student performance.

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

Some of the items listed in this section are not applicable to early primary grades.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Administrators prioritize student attendance and well-being prior to the designated testing dates to maximize performance.

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

The locally administered summative assessments for primary are used to support the instruction in the classroom and are not reported publically.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The elementary administrators will continue to identify struggling students through an ongoing and pervasive RtII process in each designated building. Additionally the elementary leadership will make regular data driven decisions to design building schedules, make curricular changes, and adjust intervention services.

Programs, Strategies and Actions

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

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

There will be a continued effort to explore additional community agencies to support existing programs currently offered by the school district. Cedar Crest High School has implemented a new PBIS system for the 2017-2018 school year and has yielded positive results in the first marking period of the 2018-2019 school year with a significant decrease in schoolwide detentions.

During the 2018-2019 school year all six schools in the district have added visitor management systems (School Gate Guardian). Additionally, the school district has added a third School Resource Officer and established a consistent presence of law enforcement in all buildings.

Screening, Evaluating and Programming for Gifted Students

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

District Website

Student handbooks and/or school newsletters

Back to school night questions and answer session

School Counseling website/newsletter

School board presentations

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

Enrichment and Gifted Eligibility

Parent request, teacher request or universal screening

Universal Screening:

Mid October 2nd Grade

- Group Reasoning Test (Cog-AT) = 115 SS+ will be referred to secondary screening.

CogAT measures reasoning abilities. The SAS scale used on CogAT provides normalized Standard Age Scores. Results shared with grade level teachers. Teachers are asked if any student was missed. Consider teacher information and classroom assessment data (grades, benchmarks, unit tests, dibels, etc.). Cog-AT 110 SS should be bottom marker with rare exceptions taken into account.

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

Secondary Screening

:

1. Individual Intelligence (WISC-IV)
2. Individual Achievement (WJ)
3. Scales for Identifying Gifted Students (SIGS) if needed

Student's second screening results are reviewed to determine if they meet qualification criteria for

(1) gifted

(2) enrichment

GIFTED ELIGIBILITY

Considerations

(must meet one of the following to be sent a Permission to Evaluate for Gifted)

1. **Full Scale = 130+ (WISC-IV- an IQ test or WISC-IV Spanish)**

OR

1. **General Ability Index (GAI) = 130+ (WISC-IV or WISC-IV Spanish)**
2. **General Ability Index (GAI) = 124+ (masking factor students)**

OR

1. **Full Scale = 124-129 (WISC-IV)**

AND

- **Teacher/Parent Rating**

Scales for Identifying Gifted Students- SIGS

Average of Home and School Median scores must be 125+

AND

- **at least one of the following in achievement**

:

Math= 130ss on WJ subtests

Reading = 130ss on WJ subtests

OR

1. **Full Scale = 120-123**

Masking Factors = **English as a Second Language (ESL), Autism Spectrum Disorder (ASD), Learning Disorder (LD), or Emotional Barriers**

OR

- **NonVerbal IQ (PRI or WISC-NV) must be = 124**

Masking Factors = **English as a Second Language (ESL), Autism Spectrum Disorder (ASD), Learning Disorder (LD), or Emotional Barriers**

AND

- **Teacher/Parent Rating**

Leadership/creativity, Intellect, Achievement = 130+
Scales for Identifying Gifted Students- SIGS (2003)

AND

- **at least one of the following in achievement**

:

Math= 130ss on WJ subtests using grade norms

Reading = 130ss on WJ subtests using grade norms

ENRICHMENT ELIGIBILITY

Eligibility Considerations

:

Student meets the following percentiles using grade norms in one of the following areas:

Math (WJ subtest) = 95%ile

Reading (WJ subtest) = 90%ile

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

The following are options that the GIEP team may consider when planning.

Enrichment/Gifted Service	Elementary School	Middle School	High School
Classroom Enrichment	X	X	X
Curriculum Compacting	X	X	X
Individual/Small Group Counseling	X	X	X
Cluster Grouping within Grade	X	X	X
Cluster Grouping Across Grade	X	X	X
Honors		X	X
Advanced Placement Classes			X

Acceleration	X	X	X
Mentorships	X	X	X
Independent Studies	X	X	X
Career Exploration	X	X	X
Portfolio Development	X	X	X

Developmental Services

Developmental Services	EEP	EEI	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	
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
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X
Code Blue	X	X	X	X
Homeless	X	X	X	X
School-based mental health	X	X	X	X
Homebound	X	X	X	X

Explanation of developmental services:

All provided developmental services have been identified on the matrix.

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
Agency Referral and Collaboration	X	X	X	X
School-based Mental Health Counseling	X	X	X	X

Explanation of diagnostic, intervention and referral services:

All provided diagnostic, intervention and referral services have been identified on the matrix.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

All provided consultation and coordination services have been identified on the matrix.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				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
Social Media Communications	X	X	X	X

Communication of Student Health Needs

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

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.

The staff is provided the opportunity through scheduling and planned collaborative opportunities to provide intervention services for children. These opportunities occur during quarterly RtII meetings, common planning time, and outside of the instructional class period.

Community Coordination

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

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

The Cornwall-Lebanon School District has an on-site child care agreement with the Lebanon YMCA. This partnership provides before and after school child care for elementary aged students. Additionally, the Cornwall-Lebanon School District has selected partnerships with IU13 and Lebanon YMCA for on-site preschool opportunities. Other local area pre-schools have been afforded preferential district run transportation in some circumstances. Each preschool upon request is provided the opportunity to view the school district's curriculum and collaborate with the District Administration. Beginning in the 2017-2018 school year, Elementary Administration and Primary Professional staff implemented regular meetings to collaborate with preschool and early intervention programs. Each preschool has the opportunity to interact with staff and the curriculum on a regular basis.

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.

Each year the staff representing Pupil Services, Special Education, Speech and Language meet with Early Intervention staff from IU13 to identify the exceptional needs of special education students in an effort to properly serve individuals in school-age programs.

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	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

All teachers follow the district approved curriculum. This curriculum is available on the district's Schoology page. The school district made a significant investment in Edmentum learning products which is an online comprehensive tool that includes both assessments and curriculum resources. The area of instructional materials aligned to the PA Core has improved and changed the status in the school district from an area of improvement to a much improved level of achievement in this area. The implementation of the Edmentum products have significantly articulated the instruction vertically across the levels K-8.

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	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

All teachers follow the district approved curriculum. This curriculum is available on the district's Schoology page. The school district made a significant investment in Edmentum learning products which is an online comprehensive tool that includes both assessments and curriculum resources. The area of instructional materials aligned to the PA Core has improved and changed the status in the school district from an area of improvement to a much improved level of achievement in this area. The implementation of the Edmentum products have significantly articulated the instruction vertically across the levels K-8.

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.

All teachers follow the district approved curriculum. This curriculum is available on the district's Schoology page. The school district made a significant investment in Edmentum learning products which is an online comprehensive tool that includes both assessments and curriculum resources. The area of instructional materials aligned to the PA Core has improved and changed the status in the school district from an area of improvement to a much improved level of achievement in this area. The implementation of the Edmentum products have significantly articulated the instruction vertically across the levels K-8.

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	Developing

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

Provide explanation for processes used to ensure Accomplishment.

All teachers follow the district approved curriculum. This curriculum is available on the district's intranet. The district is in the process of beginning to rewrite the curriculum to include competencies, development of hybrid learning courses on Schoology as well as pacing guides, lesson plans, and remediation activities.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
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	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
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	Not Applicable

Further explanation for columns selected "

The Cornwall-Lebanon School District has utilized the SAS resources for support in curriculum writing and revision. The CLSD finds the resources specific to lessons and activities basic and somewhat undeveloped. The curricular resources have been specifically targeted in professional development during the 2016-2017 school year as the school district utilized IU13 to support the usage and understanding of Learning Progression Maps. The district used the professional development to support district trainers at the middle school who served as SAS specialists for the remainder of the professional staff in

the district. Multiple professional development training were offered to all staff members by district employees during an Act 80 day. The district has made a commitment to use a local sharepoint using Schoology to enhance the rigor which exists on the SAS resource page.

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

Further explanation for columns selected "

The Cornwall-Lebanon School District has utilized the SAS resources for support in curriculum writing and revision. The CLSD finds the resources specific to lessons and activities basic and somewhat undeveloped. The curricular resources have been specifically targeted in professional development during the 2016-2017 school year as the school district utilized IU13 to support the usage and understanding of Learning Progression Maps. The district used the professional development to support district trainers at the middle school who served as SAS specialists for the remainder of the professional staff in the district. Multiple professional development training were offered to all staff members by district employees during an Act 80 day. The district has made a commitment to use a local sharepoint using Schoology to enhance the rigor which exists on the SAS resource page.

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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
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 "

The Cornwall-Lebanon School District has utilized the SAS resources for support in curriculum writing and revision. The CLSD finds the resources specific to lessons and activities basic and somewhat undeveloped. The curricular resources have been specifically targeted in professional development during the 2016-2017 school year as the school district utilized IU13 to support the usage and understanding of Learning Progression Maps. The district used the professional development to support district trainers at the middle school who served as SAS specialists for the remainder of the professional staff in the district. Multiple professional development training were offered to all staff members by district employees during an Act 80 day. The district has made a commitment to use a local sharepoint using Schoology to enhance the rigor which exists on the SAS resource page.

High School Level

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

	50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
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	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

The Cornwall-Lebanon School District has utilized the SAS resources for support in curriculum writing and revision. The CLSD finds the resources specific to lessons and activities basic and somewhat undeveloped. The curricular resources have been specifically targeted in professional development during the 2016-2017 school year as the school district utilized IU13 to support the usage and understanding of Learning Progression Maps. The district used the professional development to support district trainers at the middle school who served as SAS specialists for the remainder of the professional staff in the district. Multiple professional development training were offered to all staff members by district employees during an Act 80 day. The district has made a commitment to use a local sharepoint using Schoology to enhance the rigor which exists on the SAS resource page.

Early Warning System

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

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

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

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

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

While all items were selected, the district is committed to continuous improvement and will revisit all of these categories annually. The evidence of this pursuit is the continuous evaluation completed annually by the professional staff which is shared with the District Administration. The CLSD also has a district goal to consider revising the professional

development plan to include more self directed options with a greater emphasis on differentiated learning and competency based understanding. This will include a plan that extends beyond one year and has a multiple year focus.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
11/29/2013 Initial Act 126 training completed for current employees consistent with new law.
The LEA plans to conduct the required training on approximately:
11/9/2018 Recertification training completed using Safe School Professional Development tool.

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

Questions
The LEA has conducted the training on:
11/25/2016 Initial Act 71 training for current staff serving grades 6-12
The LEA plans to conduct the training on approximately:
11/26/2021 Act 71 training to be completed independently by professional staff serving grades 6-12 using Safe Schools Professional Development tool.

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

This section was not answered.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.

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

Unchecked answers

None.

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

Members of our district's Act 48 Committee (Committee made up of teachers and administrators that work to plan professional education within the district) reviewed these statements and assessed our professional education program. Improvement goals, systemic needs, data analysis, recent related research, available resources, surveys and reported needs from supervisory personnel are all considered when planning staff development activities.

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

All strategies were selected.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will be aware of available technological resources and how to effectively integrate those resources into their lessons.
- Inductees will be aware of a variety of communication tools and activities to enhance parent-teacher relationships.
- Inductees will tour our community and learn about its diversity.
- Inductees will understand school safety and security procedures.
- Inductees will understand and utilize district curriculum and assessments to engage in lesson preparation.

Unchecked answers

None.

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

The district administration will meet regularly to analyze the overall success in meeting the aforementioned goals, objectives and competencies. In addition, the district administration will analyze the overall success of the comprehensive plan's goals and plan any staff development needed to assist in the overall success of those goals. Furthermore, the Administration will work with mentors and inductees each year to evaluate the effectiveness of the Induction program. The analysis will use data coming from student achievement and other sources such as survey results from various stakeholders. An intentional effort will be made to survey the new instructional staff each year.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

Unchecked answers

None.

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

Members of our district's Act 48 Committee (Committee made up of teachers and administrators who work to plan professional education and new teacher induction within the district) review survey results from previous program participants, previous mentors, supervisory administrators; consider systemic needs, review data analysis, recent related research, and available resources are all considered when planning staff development activities.

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Building level administrators use input from a variety of people when recommending mentors to the Board of School Directors for formal approval. All of the above characteristics and other limiting factors are considered when arriving at the mentor recommendation.

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

Our present process uses all of the listed considerations when arriving at mentor assignments.

Induction Program Timeline

Topics	A u g - S e	C c t - N o	D e c - J a	F e b - M a	A p r - M a	Jun-Jul
---------------	--	--	--	--	--	----------------

	p	v	n	r	y	
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards		X		X	X	X
Curriculum			X		X	X
Instruction				X	X	X
Accommodations and Adaptations for diverse learners					X	X
Data informed decision making					X	X
Materials and Resources for Instruction						X

If necessary, provide further explanation.

Most topics are continuously addressed during the induction process through building level, grade level, departmental and collegial meetings and interactions. Each Inductee is responsible to complete multiple assigned tasks through the year in compliance with the district Induction program. The Mentor, Inductee, Principal and District Administrator assume the responsibility for this annual process prior to the formal recognition of the completed process.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The following actions occur annually in an effort to offer an induction program that effectively meets the needs of the participants:

Act 48 Committee meets to review survey results regarding induction and other staff development efforts.

Informal discussions with inductees, mentors, administrators, curriculum leaders, and representatives from the local professional education association occur.

Review of artifacts resulting from inductee activities (i.e. portfolios, induction program progress report, lesson plans, assessments, etc.)

Email surveys aimed at meeting the needs of induction participants and refining the district's new teacher induction program.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **746**

Identification Method

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

Cornwall-Lebanon complies with 14.125 of the PA Special Education Regulations for criteria for the determination of a specific learning Disability (SLD) that is derived from federal IDEA regulations (300.309). Cornwall-Lebanon uses an approach that is reflected in a combination of Response to Intervention and Instruction (RtII) Processes and the discrepancy model. A multidisciplinary team with a school psychologist completes a comprehensive evaluation of the student to determine if the student meets a set of inclusionary criteria and can rule out a set of exclusionary criteria. Ultimately, the team is charged in determining if the student does not achieve adequately at a prescribed commensurate level in 1 of 8 areas (oral expression, listening comprehension, written expression, basic reading, reading fluency, reading comprehension, math calculation, math problem solving) that is not due to lack of instruction, other disability, or environmental issues. A classroom observation is completed in addition to the gathering of information from parents and teachers. The psychologist reviews the student's developmental/medical history and academic progress. Assessments that are typically administered include an intelligence test and a test of academic achievement. Both measures would be standardized and norm referenced. All of the information is presented and discussed at a multidisciplinary team meeting. The following questions are considered: 1. Does the child have a specific learning disability? 2. What is the basis for making this determination? 3. Was there any relevant behavior noted during the observation of the child? 4. What was the relationship of the observed behavior to the child's academic functioning? 5. Are there relevant medical findings? Are there any effects of environmental, cultural, or economic disadvantage? In general, a discrepancy model is used along with multiple forms of input to

make a determination of eligibility for specific learning disability. Currently all elementary buildings are implementing RtII. Our framework for RtII is outlined below:

Framework to determine if a referral to special education is appropriate

How do I know if a referral to special education is appropriate?

Answer 5 Simple Questions

1. Has the student received research-based core curriculum (Tier1)

NO: Referral may not be appropriate. Provide research-based core curriculum and monitor progress

2. Is the student receiving a Tier 3 intervention at moderate or extensive levels for 30 min. per day at least 4 times a week

NO: Referral may not be appropriate. Provide Tier 3 intervention and monitor progress on a weekly basis.

3. Is the Tier 3 Intervention implemented with fidelity?

NO: Referral may not be appropriate. Implement interventions with fidelity and reassess student progress.

4. Has the student participated in at least two Tier 3 interventions at moderate or extensive levels for at least 6 weeks each (12 weeks total)?

NO: Referral may not be appropriate. Provide a different Tier 3 intervention or continue current Tier 3 intervention for at least 6 weeks.

5. Has the student failed to make adequate progress in Tier 3 interventions (4 of the 6 data points below aim line)?

NO: Referral may not be appropriate. Continue current interventions and reassess after 2 data points.

Enrollment

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

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

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

A review of the Special Education State Report indicates that there is a significant disproportionality between the State and the LEA in the area of Autism identification.

Cornwall-Lebanon has 18.4% of special education students identified as Autistic versus the State average of 10.7%. We have a full continuum of services to meet the needs of our students with Autism. We operate a variety of support levels for this disability group and provide an exceptional level of programming. The District is investigating the identification methods both within our schools and in private practice to review and develop best practice in diagnostics.

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?

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Renova Center	IU 13 nad CLSD	1

Nonresident Students Oversight

Cornwall-Lebanon School District oversees the Renova Center as the LEA for students residing in those facilities. Oversight is provided by attending all IEP meetings and ensuring FAPE. All students are placed and monitored through the LEA. The LEA is Cornwall-Lebanon Supervisor of Pupil Services.

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).

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Lebanon County Correctional Facility	IU 13	5

Incarcerated Students Oversight

The Cornwall-Lebanon School District provides information to all correctional facilities when special education students or former special education students are incarcerated upon notice they are in placement. CLSD contracts with IU 13 in order for incarcerated individuals under the age of 21 years to receive educational services in the Lebanon County Correctional Facility. Meetings are held regularly for evaluations or IEPs as necessary. Diplomas are issued to those who meet graduation requirements while incarcerated. CLSD's Supervisor of Pupil Services serves as the LEA for this facility.

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.

Cornwall-Lebanon School District strives to ensure that all students with disabilities are educated with non-disabled children and the removal from the regular education environment with aides and services will only occur when educational progress cannot be achieved satisfactorily. This is evidenced by our improvement in the Indicator 5 (Educational Environments) LRE data in students increasing their time in regular ed 80% or more of the day over three years of measurement.

LRE Description

	12-1-15	12-1-16	12-1-17
Inside Reg class >80%	42.95	48.73	53.38

We continue to meet the State Performance Plan target for students educated in other settings as evidenced by our data that indicates that we currently have 0.88% of the student population in other settings which is below the State Average of 4.9%. The commitment to maintaining the Least Restrictive Environment (LRE) is important to the District and only after all supports, resources, consultants have been exhausted does the District consider

placing students in other settings. Cornwall-Lebanon School District has added 100% more co-teaching classrooms at the High School and has implemented a clinic model at the elementary school to improve access to regular education options. The Middle School is developing a more inclusive level of programming to increase regular education time for students with disabilities for the 18-19 school year. The District requires that an LEA participate in all IEP meetings as required by law. Further, the IEP team must carefully consider all options to meet student needs in the least restrictive environment (LRE). After careful consideration of the following questions numbered below, educational placement is explained within Section VII of the IEP and a NOREP is prepared.

Questions the IEP Team is required to review and discuss:

1. What supplementary aides and services were considered? What supplementary aides and services were rejected? Discuss how those aides and services will or will not enable the student to make progress on IEP goals and objectives.
2. What benefits are provided in the general education class with supplemental aides and services versus benefits provided in the special education class?
3. What potential benefit effects or harmful effects might be expected on the student with a disability or the students in class even with support of aides and services?
4. To what extent will the student participate with peers in extracurricular or other nonacademic activity?

Cornwall-Lebanon School District provides a full-continuum of services targeting life skill needs from age 5-21 within our district program offerings. The continuum includes programming through a K-5 program, 6-8 program, 9-12 program, Ability-Based Learning, and Work-Based Learning that offer transition opportunities for our students with disabilities that will be soon graduating. The advent of this continuum of services has expanded our placement options and LRE decision-making. Cornwall-Lebanon has currently worked with a transition coordinator through IU13 as part of Cohort Transition training. The District employs a School Social Worker to assist in the social service decisions that are typical to a life skills population and transition.

Cornwall-Lebanon School District developed a model to serve students with autism in classrooms that focus on social language, executive functioning, emotional regulation and processing. The advent of the program has allowed the District to return some students being educated in IU programming back to district operated classrooms sooner than had been in the past. The program also makes use of an Itinerant Autistic Support teacher.

All building administrators, special education teachers, and special education aides are Crisis Prevention Institute (CPI) certified. Aides are also first aide and CPR certified.

Cornwall-Lebanon School District provides various special education services within each of our buildings to support a student in their neighborhood school. All elementary buildings within the Cornwall-Lebanon School District have at least one itinerant Learning Support teacher and 1 supplemental learning support teacher on staff. Our middle school has seven itinerant Learning Support teachers. At the high school level, we offer itinerant Learning Support. Cornwall-Lebanon School District has speech and language therapists servicing each building. We contract with Austill's Rehabilitation and IU13 for Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists. At the

elementary level, for students demonstrating a need for the small group learning environments, we operate four supplemental Learning Support classes. At the elementary and middle school levels, we operate our own Full-Time Emotional Support classes. For students in need of more functional academics, we offer Full-time Life Skills Support classes (two at the elementary level, one at the middle school level, and three at the high school level). Furthermore, our district hosts classes operated by the Intermediate Unit 13 (three elementary Multiple Disability Support, one elementary Emotional Support, two elementary Autistic Support, one middle school Multiple Disability Support, 2 high school Multiple Disability Support, one high school Autistic Support). This enables our District to keep these students in their home district. Our school district's goal is to educate all students within the general education environment as it meets their needs. Each elementary school has an data team which works with teachers, students, psychologists, personnel from outside agencies, and parents to maintain each child's education within the regular classroom setting. Furthermore, all four elementary buildings operate under the Response to Instruction and Intervention (RtII) model. This process provides tiered supports for all learners within the general education setting to ensure all learners are instructed within the core subject areas and receive necessary supports. As a district we are also dedicated to providing all children with an appropriate education to meet their needs. All efforts are made to accommodate and support a child's needs within the general education classroom with Supplementary Aids and Services. However, when a child's needs are identified and eligibility is determined through the MDT (multidisciplinary team) process, our district will look at the appropriate level, location, and grouping for each student. We discuss these options through IEP reviews and annual IEP meetings. Each student's IEP is driven by the student's area and degree of need. Each student's IEP team must first determine what services will best support that student's need. From this, the team looks at where this service is best provided to meet the student's needs. For each student, his or her IEP team determines the degree to which they should participate with their non-exceptional peers. A student's degree of need drives this process. For those students that receive all academics outside the regular education setting, all efforts are made to include that student in non-academic times (art, music, library, physical education, recess, lunch, and assemblies) with their age-level non-disabled peers. All Cornwall-Lebanon School District facilities are handicapped accessible. When students require accommodations to their transportation, the IEP team considers it as a related service and the district transportation department makes appropriate accommodations. As for extra-curricular activities, all students have access to these activities. All students are made aware of the opportunities through daily announcements, posters, flyers, and displays. If special accommodations are necessary the school personnel work to meet the student's needs.

Supplementary Aids and Services

Service/Resource	Description
Assistive Technology	A variety of communication devices, writing supports, and

	computer programs are used to supplement learning in order to meet the diverse needs of our students in the regular education environment.
Behavioral Supports	Individualized behavior plans and classroom management systems are provided in order to support students with social and emotional needs.
Collaboration Time	Time has been set aside in each teacher's day, both regular and special education teachers, in order to foster a collaborative and supportive environment. This provides a time for teachers to share and support each other in working with students with disabilities.
Hearing Supports	Amplification systems, sign language interpreters, and other hearing supports can be provided within the regular education setting to meet individual student need.
Autistic Facilitator	District personnel provide strategies and instruction to support both staff and students. Strategies are research based interventions to best support students with Autism Spectrum Disorders.
Itinerant Learning Support Itinerant Autistic Support	Strategies in reading, writing, mathematics, organization, and positive behavioral supports can be provided through an itinerant learning support model in all buildings of the district. Modifications can also be made within the regular education environment. Strategies and direct instruction to support the needs of students in the autism spectrum along with consultation to the teachers and staff that support students.
Itinerant Speech and Language Support	Speech and Language Therapists continue to provide supports for students with language and articulation needs. Consultations with the regular classroom teacher also provides support in the regular education environment. The model being utilized by therapists within the district, provides a one week period each month, where therapists can observe and support students in a variety of regular education environments. The other three weeks of the month are used to develop skills in a pull-out therapy model.
Occupational Therapy	Occupational therapists support both students and staff with strategies and instruction to meet needs in the areas of fine motor assistance and sensory impairments. Consultation with the regular education teachers assist with implementing learned strategies in the regular education environment.
Paraprofessional and Personal Care Assistants	Paraprofessionals and personal care assistants support both teachers and students in facilitating supports in order to maintain success in the regular education environment.

Physical Adaptations	Adaptive furniture and equipment can be provided to support physical needs. Also, classroom environments are adapted to support the needs for reduced stimuli, sensory input, and wheelchair accessibility.
Physical Therapy	Physical therapists support both students and staff with strategies and instruction to assist students with gross motor impairments in the regular education environment.
Vision Supports	Orientation and mobility training, assistive devices, slant boards, and adaptive furniture can be provided to meet individual student need within the special education classroom.

Behavior Support Services

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

The School Board Policy 113.2 (Positive Behavior Support)

The following is a summary of the policy:

A positive behavior support plan shall be developed for eligible students whose actual or anticipated behavior, as determined by the IEP team, interferes with their own learning or the learning of others. Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. Effective techniques to modify the contextual influences of behavior (i.e., setting events and immediate antecedent events), teach socially appropriate alternative skills, and reduce problem behavior will be employed. Positive particular behaviors shall be attempted prior to the use of more intrusive measures. Progress on the identified behaviors will be monitored along with improvements in student general health/well-being as a result of positive behavior support. A least-to-most intrusive hierarchy of strategies will be utilized. The behavior support plan for a child with an IEP must be designated/implemented in accordance with Pennsylvania Department of Education Guidelines for Effective Behavior Support. Specifically, a multi-component approach to modify contextual influences, teach alternative skills, and to reduce problem behavior is to be documented in the behavior

support plan. Evaluation procedures must also be included in the plan. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program. Any use of physical restraint, when implemented as a protective procedure, must be documented as a part of a child's crisis management plan in the child's behavior support plan within his/her IEP. When physical restraint is used as written in the child's crisis management plan, the IEP team shall review the current IEP for appropriateness and effectiveness. Restraints used to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be or are less effective. Teachers and staff utilizing physical restraint as a prospective procedure will be trained in crisis intervention strategies. District personnel will be trained in the use of specific procedures, methods, and techniques for the utilization of physical restraint as a protective procedure. The use of reduction-oriented consequence strategies, including the crisis management plan, may not be employed as punishment for the convenience of staff, or as a substitute for an educational program. The policy clearly delineates aversive techniques which are not to be utilized, including corporal punishment, seclusion, serial suspensions, and treatment of a demeaning nature. Behavior interventions are to be based on a functional behavioral assessment and focus on increasing appropriate behavior and decreasing inappropriate behavior.

School-wide positive behavioral supports are also utilized to support students. These are considered supports that promote appropriate student behavior and increased learning for all students. Cornwall-Lebanon partners with Ponessa Associates for school-based behavioral health services. School locations are licensed by the Pennsylvania Department of Public Welfare as mental health clinics. All Cornwall-Lebanon schools are licensed. Therapists employed by T. W. Ponessa & Associates Counseling Services, Inc., hold master's degrees in behavioral-health related fields (psychology, social work, counseling). Clinicians use strengths-based interventions to empower children and adolescents to face the challenges that they experience in their daily living.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. There are a very limited number of students that we are unable to find appropriate educational programs to meet their needs and to ensure FAPE due to factors outside of District control. These factors are related to the oversight by OHMSAS and Performcare. In those instances, these are students with significant behavioral and emotional challenges that are denied mental health treatment in residential facilities due to insurance and programmatic decisions made solely by those two agencies. When we struggle in scenarios described above, the Cornwall-Lebanon LEA contacts our Pennsylvania Department of Educational Intensive Interagency representative. In other cases in which a district may have challenges locating an appropriate placement, the Child and Adolescent Service System Program (CASSP) has been a supportive resource. CASSP was developed as a collaborative partnership to provide ideas about comprehensive mental health care for children and their families. The Cornwall-Lebanon LEA will participate in interagency meetings in person with all stakeholders. The District has one social worker to help children, families, and schools work with systems to find support. The social worker is vital to developing support and access for services for some of our neediest students.

2. Education Interagency Collaboration

IU13: Emotional Support, Autism Support, Multiple Disabilities Support, Center-Based Programs (Emotional, Autism, Dually-Diagnosed), Vision, Hearing, Orientation and Mobility, Job Training, Speech/Occupational/Speech Therapy

Austills: Occupational/Physical Therapy

Yellow Breeches Educational Center

Vista School

New Story

Lebanon County Consortium

Roni Russell, PDE

CASSP

3. Potential expansion of continuum of services planned during the life of this plan:

Cornwall-Lebanon School District is considering developing multiple disabilities support (MDS) classrooms from k-21 across our elementary middle and high school levels. The District has been supporting the IU13 in hosting these classrooms for decades and we already have a large portion of the infrastructure needed. We want to ensure that the continuum of MDS services stays within a district for community, district and parent ease. These students should be best served with the least amount of transitions possible.

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.

Current Program Strengths and Highlights

The Cornwall-Lebanon School District delivers services to approximately 750 students with disabilities. The district is proud of the services and supports that we offer to these students. We continue to evaluate our effectiveness and strive to continually improve our delivery of these services. Cornwall-Lebanon is committed to providing a Free and Appropriate Public Education (FAPE). A few highlights of our programming are summarized below.

Autistic Supports and Inclusion

We offer a full range of inclusion opportunities at all levels for students with disabilities. Of particular note is our model for providing autistic supports that was initiated in 2011-2012. The district created a position titled Autism Facilitator. The autism facilitator position is designed to meet the varied and diverse needs of students with ASD, to support and build the home school connection and develop working relationships with community professionals and agencies. This type of comprehensive support has allowed students with ASD to be educated in the least restricted environment with a variety of supports. In each building, students with ASD have access to sensory materials and activities to regulate their complex sensory systems in order to improve learning. The autism facilitator has provided comprehensive and ongoing training and classroom supports district wide for regular education teachers, special education teachers and support teachers and staff. Autistic support teams have been established in all of the buildings and the autism facilitator meets with these teams on a monthly basis to provide strategies and supports. The autism facilitator has created and developed working relationships with outside agencies and meets regularly with BSC and TSS supports in order to coordinate a comprehensive plan for students with ASD within the school environment. The autism facilitator has also developed community links to local universities in order to provide training in social cognition and to develop college peer mentors for Cornwall-Lebanon School District high school students with ASD. The autism facilitator has worked with speech and language pathologists and special education teachers to create and develop a social cognitive curriculum that is interactive, dynamic and offers a generalization of skills with peers in school and in the community. Supports in social cognition are provided to all district students with ASD from kindergarten through high school graduation; a new community social cognition class has been developed and added for the Cornwall-Lebanon School District students at the Lebanon County Career and Technology Center. Interactive peer activities such as an integrated Lego Club and Drama Club have also been added to the elementary school environment for students with ASD to generalize and further develop their social cognition with peers. Cornwall-Lebanon School District has developed LS/AS classes that are the first of their type to meet the needs of students with learning disabilities and/or autism. Key areas of need for these students are academic, social, executive functioning and sensory. Our classrooms are designed to provide grade level academics through project based learning. This educational approach supports the development in executive functioning (regulating focus and attention, initiation of task, planning, organization, and interactive problem solving). The speech language therapists work collaboratively with the classrooms to develop social/programmatic communication and support the development of language and self-regulation skills. Each day is stated through gross and fine motor skills. Learning facilitators provide executive functioning group instruction through the use of play-based activities. Academic skills are through 1:1 direct instruction and small group using a variety of programming

based on student needs.

Staff Preparation

Special Education teachers are trained in Learning Focused Schools, differentiated instruction techniques, and other research based strategies and instructional methods. Regular education teachers are also supported in making accommodations and modifications for students with disabilities. Teams of teachers and administrators in each building are trained in Crisis Prevention Intervention and de-escalation techniques to provide a safe environment for all students. A main focus of the special education department is reading and writing instruction, as these skills are infused into all curricular areas. Many programs are utilized including: Reading Street/My Sidewalks, SRA Reading Mastery and Corrective Reading, Visualizing Verbalizing, Project Read, 4-Square Writing, and Framing Your Thoughts along with other research based strategies and interventions. Math instruction is also supported and delivered by special education teachers. The district utilizes a variety of research based strategies. Staff attend training, presentations, work-groups through IU13, PaTTAN, State organizations and other agencies to maintain or learn new skills/information.

Technology

Our district teachers continue to infuse technology into their lessons and instructional practices. Classrooms are provided with updated devices and digital options as they become available. Cornwall-Lebanon has adopted a 1-1 device initiative for the District. Assistive technology is also an imperative piece of support for students in our program. We utilize assistive technology consultations to best meet all student needs in this area. Examples of assistive technology include but are not limited to: Osmo, Toby, Dynavox, Alpha Smart, Netbooks, Intel Readers Kurzweil, Solo Cowriter, Dragon Speak, iPads, various apps and programs.

Transition

Cornwall-Lebanon School District is committed to providing a comprehensive transition program for our students with disabilities. The goals of our Transition classes are to teach job skills and social awareness, to develop a strong work ethic, to empower our students by gaining and maintaining independence through employment, and to become active and positive additions to the community. We work to identify students' strengths, weaknesses and interests in order to help them determine possible career options. This includes researching the job market, identifying the training programs available in our community, securing agency linkages to adult services, and practicing self-advocacy skills to prepare for transitioning to the work world. The advent of this continuum of services in our district programming has expanded our placement options and LRE decision-making. Job training services are provided to students at the secondary level in a variety of ways. Trainers assist students in accessing jobs, providing support in the work place, attending job and college fairs, job shadowing opportunities, and teaching skills necessary for competitive employment. Trainers also serve as a resource providing assistance to students who need community-based vocational instruction in both volunteer and paid work crew opportunities.

Paraprofessionals

The District is committed to employing highly qualified trained staff. To that end, a handbook was developed in the fall of 2107 detailing training requirements and expectations. Job descriptions

have been reviewed and modifications are occurring the Spring of 2018.

IEP Writer

Cornwall-Lebanon School District purchased IEP Writer which provides an exceptional platform for the management of special education documents, progress monitoring, and State reporting.

Continuum of Service

The District is committed to reviewing and improving opportunities in the Least Restrictive Environment (LRE) and providing a continuum of services that allows for inclusion to the maximum extent possible. The District has modified our itinerant learning support programming in the elementary and high school to reflect a push-in and or co-teaching model. A team is currently discussing ideas for the middle school and will develop opportunities that look similar to the elementary and high school options. The District has developed itinerant and supplemental learning support, itinerant autistic support, and supplemental and full time emotional support, and full time life skills support in the elementary levels. The secondary levels have itinerant and supplemental learning support, itinerant autistic support, and supplemental and full time emotional support, and full time life skills support. We contract within the County Consortium to provide and use class spots for emotional, autistic, and life skill support classrooms. We contract with IU13, private schools, approved private schools and residential facilities to provide options for students have an increased level of program support. The variety and option for special education support is exceptional and provides our children and families to receive their education in their home district to the maximum extent possible.

Crisis Prevention Institute(CPI) and Cardio Pulmonary Resuscitation (CPR) Trained Staff

All special education staff and administration are trained in de-escalation techniques and nonviolent physical restraints (CPI). Each school in the District has trained staff in CPR and First aid to respond to medical emergencies.

Life Skills

Cornwall-Lebanon School District provides a full-continuum of services targeting life skill needs from age 5-21 within our district program offerings. The continuum includes programming through a K-5 program, 6-8 program, 9-12+ program, Ability-Based Learning, and Work-Based Learning that offer exceptional transition opportunities for our students with disabilities who will soon be graduating. The advent of these services in our district programming has expanded our placement options and LRE decision-making. Further, the district has received training in Continuum of Skills development. The district employs a School Social Worker to assist in the social service decisions that are typical to a life skills population and transition.

The goals of our Transition and Work-Based Learning classes are to teach job skills and social awareness, to develop a strong work ethic, to empower our students by gaining and maintaining independence through employment, and to become active and positive additions to the community. We work to identify students' strengths, weaknesses and interests in order to help them determine possible career options. This includes researching the job market, identifying the training programs available in our community, securing agency linkages to adult services, and practicing self-advocacy skills to prepare for transitioning to the work world.

Programs used to enhance the transition classes include but are not limited to the following:

- IU Job trainers that oversee community based instruction, paid work crews, and part-time paid positions
- Travel & Independence Training – for work, social and self-care
- OVR (Office of Vocational Rehabilitation)
- PAS Program (Promoting Academic Success) this program, sponsored by the Office of Vocational Rehabilitation, is designed to give recommended, identified high school students with cognitive disabilities the opportunity to experience a college-level course while still in high school.
- WIA (Work Investment Act)
- TANF (Temporary Cash Assistance for Needy Families)

Additional in-house programs include but are not limited to:

- PAES curriculum (a work-based, hands-on curriculum that provides training, assessment, exploration, and work behavior development in the five career areas of Business/Marketing, Construction/Industrial, Consumer/Service, Processing/Production and Computer/Technology)
- "The Perch," a transition student run coffee shop
- "The Nest," a Student Council-run school store that employs transition students
- "Falcon Threads" a transition student run clothing shop

The Transition Classes include:

- full-time teacher
- job-trainer
- para-educators
- job-trainers

Both programs are supported by:

- School Social Worker
- School Psychologist
- Guidance Counselor
- PSS (Pupil Services Specialist)
- Manager of IU job-training services
- MHIDEI services
- WIA services
- OVR services

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Renova Center	Nonresident	Cornwall-Lebanon School District and IU13	1
Lebanon County Correctional Facility	Incarcerated	IU13	5

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Yellow Breeches Educational Center	Other	Center-based ES	4
IU13 Fairland Building	Special Education Centers	Center-based ES	1
The Vista School	Approved Private Schools	AS	4
IU13 Community School West	Special Education Centers	Center-based ES	2
New Story	Other	AS, ES	3
Lakemary Center	Out-of-State Schools	LSS, AS, ES	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: age range will be within limits during scheduled instructional times.				
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1

Justification: Age ranges will be within limits during scheduled instructional time				
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	1	0.5
Justification: Age ranges will be within limits during scheduled instructional time				
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Age ranges will be within limits during direct service				
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	8	1
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	8	1
Locations:				
Ebenezer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator: School District*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age ranges will be within limits during instructional time				
Locations:				
Union Canal	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age ranges will be within limits during instruction				
Locations:				
Union Canal	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Age ranges will be within limits during direct service				
Locations:				
Union Canal	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 29, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	20	1
Locations:				
Cornwall Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age range will be within limits for scheduled instruction time				
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age range will be within limits for scheduled instruction				
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age range will be within limits for scheduled instruction				
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age range will be within limits for scheduled instruction				
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Age range will be within limits for direct service				
Locations:				
South Lebanon	An Elementary School	A building in which General Education		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	12	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	12	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator: Intermediate Unit***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 8	12	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	8	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	8	1
Locations:				
South Lebanon	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Agr ranges within limits for scheduled instruction				
Locations:				
Cornwall	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	20	1
Justification: Age ranges within limits for scheduled instruction				
Locations:				
Cornwall	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Age ranges within limits for direct service				
Locations:				
Cornwall	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #25*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #26*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #27*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #28*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #29*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #30*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #31*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	20	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 14	15	1
Locations:				
Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #34*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	33	0.5
Locations:				

Cedar Crest MS	A Middle School Building	A building in which General Education programs are operated		
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Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #38*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1

Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #41*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	20	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #43*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	20	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #44*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Emotional Support	14 to 18	20	1

but More Than 20%)				
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	20	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #46*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	32	0.5
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 18	8	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	17 to 21	8	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #49*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	12	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #50*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	6	1
Locations:				
Cedar Crest HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 26, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	12	1
Justification: The Age Range will be addressed in the IEP for each individual whom the team believes the program is appropriate for.				
Locations:				
Cedar Crest High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 31, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	12	1
Locations:				
Union Canal Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	12	1
Locations:				
Ebenezer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	11 to 14	6	1
Locations:				
Cedar Crest Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #55 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	8	1
Locations:				
South Lebanon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Pupil Services	District	1
Pupil Services Specialist	Middle and High Schools	1
Pupil Services Specialist	Elementary	1
Psychologist	Cornwall Elementary	1
Psychologist	Union Canal Elementary	1
Psychologist	South Lebanon Elementary	1
Psychologist	Ebenezer Elementary	1

Psychologist	Elementary	1
Psychologist	Middle and High Schools	1
Social Worker	District	1
Speech Language Pathologist	Cornwall Elementary	1
Speech Language Pathologist	Union Canal Elementary	1
Speech Language Pathologist	Ebenezer Elementary	1
Speech Language Pathologist	South Lebanon Elementary	1
Speech Language Pathologist	Middle and High Schools	1
Autism Facilitator	District	0.75
Paraprofessionals and PCAs	District	41

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
OT	Outside Contractor	5 Days
OT	Outside Contractor	5 Days
OT	Outside Contractor	5 Days
PT	Outside Contractor	5 Days
Emotional Support Group Counseling	Outside Contractor	6 Hours

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:

Overall, of the six district schools are performing at an above average level on state and local assessments. Members of the Administration, professional staff, and Steering Committee believe that continued curriculum work, professional development, and a genuine interest in eliminating the barriers that impede student learning while enhancing existing programs. Additionally a continued efforts to work effectively with parents and community must evolve to continue having a positive impact on student learning.

The school district has aligned the curriculum, assessments, and preferred resources to the Pennsylvania Common Core Standards and initiated a curriculum improvement process. The district will continue with this endeavor as the comprehensive plan is implemented. While the curriculum is being realigned, prioritized and articulated, additional teaching strategies and resources will also be included in this process. Additionally, the leadership has initiated a process to evaluate the Professional Development model in order to differentiate the selected competencies and plan robust continuing education that will directly affect student achievement.

Continued review of both local and state assessment along with various personal learning community data sources will be evaluated and considered throughout the implementation of the comprehensive plan.

District Accomplishments

Accomplishment #1:

Cornwall-Lebanon School District is proud of the expansive use of communication vehicles to reach and interact with its families and community members who are active on social media. Social media posts share the District's stories about student and staff successes through posts, photos, videos and events, as well as being a vital tool in quickly sharing important school status information and updates to the District calendar. Activity on the CLSD Facebook page has grown since November 2013 when its first month of use garnered 384 total Page Likes that reached 2.5 unique users via user engagement. Viewing data from a comparable time period in 2018, the District now has almost 4K Likes and a reach of 11K unique users, 8.25K+ of whom engage regularly with the site by liking, sharing or commenting on our Facebook site. Since 2013, the @CLSD_Schools Twitter account has

grown steadily from earning 120 impressions over a 30-day period in 2013 to earning 25.3K impressions over a comparable time period in 2018. This social media account continues to grow with more than 1,000 regular followers and others who like, share and otherwise engage in spreading the District highlights that are posted regularly. A District Principal received national recognition in 2017-2018 which has inspired other District administrators and staff members to activate and utilize Twitter accounts - all of which will serve to expand the District's reach to targeted audiences via this communication medium.

Accomplishment #2:

The Cornwall-Lebanon School District has created an annual budget, with modest increases that have not exceeded the school district's Adjusted Act 1 Index during the term of the previous Comprehensive Plan of three years. The Administration of the school district has achieved this level of financial stability without reducing or eliminating programs or staff.

Accomplishment #3:

Cedar Crest High School supports a wide variety of curricular options that are transferable to the post secondary level. These options include 17 college in the high school courses. 18 Advanced Placement courses. In addition to the post secondary options, the local Career and Technology Center enrollment is represented by 25% from the Cornwall-Lebanon School District student body.

Accomplishment #4:

Cedar Crest High has a very strong Academic Standards for Career Education and Work (Act 339) course offering. Project Life is the culminating project required of all Cedar Crest High School graduates and has a full compliment of both studies and experiences that support post secondary transition.

Accomplishment #5:

Cedar Crest High has demonstrated high achievement on the Algebra Keystone Exam in 2016-2017. 75% of the students at Cedar Crest High School were either Advanced or Proficient on the exam. This scores exceeds the state average by 10%.

Cedar Crest High has demonstrated high achievement on the Biology Keystone Exam in 2016-2017. 70.2% of the students at Cedar Crest High School were either Advanced or Proficient on the exam. This scores exceeds the state average by 7%

Accomplishment #6:

Cedar Crest Middle School made significant gains in ELA during the 2017-2018 school year. PSSA scores increased in grade 6 by 10.2%, grade 7 by 12.4%, and Grade 8 by 16.6%.

Cedar Crest Middle School made gains in Math during the 2017-2018 school year. PSSA scores increased in grade 6 by 1.4% and Grade 8 by 2.6%. Scores in grade 7 remained unchanged.

Cedar Crest Middle School made gains in Science during the 2017-2018 school year. PSSA scores increased in grade 8 by 1.5%.

Accomplishment #7:

Cornwall Elementary is high performing on the 3rd Grade Math PSSA test. During the 2017-2018 PSSA Administration Cornwall scored 71.2% Advanced/Proficient which is the highest score in the Cornwall-Lebanon School District. This score also exceeds the state average for the 3rd Grade PSSA test by approximately 15 points. This increase was also 11.2% higher than the previous year.

Cornwall Elementary is high performing on the 3rd Grade ELA PSSA test. During the 2017-2018 PSSA Administration Cornwall scored 83.6% Advanced/Proficient which is the highest score in the Cornwall-Lebanon School District. This score also exceeds the state average for the 3rd Grade PSSA test by approximately 20 points. This increase was also 16% higher than the previous year.

Accomplishment #8:

Cornwall Elementary has very strong performance on PVAAS in grade 4 over a three year period. The professional staff in 4th grade has moderated to significant evidence that the students have exceeded the standard for PA Academic Growth in all content areas math, ELA, Science over a three year period.

Accomplishment #9:

Each year Ebenezer Elementary participates in Jump Rope for Heart which is sponsored by the American Heart Association. This event is endorsed by schools nationally. Ebenezer Elementary has participated in the event for more than twenty years. During the 2016-2017 school year, Ebenezer ranked #5 in the nation out of over 20,000 elementary schools. Cumulatively, Ebenezer has raised over \$500,000.

Cedar Crest High School has participated annually in fundraising with the American Heart Association. The King of Hearts program sponsored annually at the high school has been the top earning event nationally 4 out of the last 5 years. Over the past 25 years the school has raised and donated \$250,000 to the American Heart Association.

Accomplishment #10:

According to the 2016-2017 PVAAS data the following academic areas met or exceeded the expected rate of growth: Grade 4 Math, Grade 4 ELA, Grade 4 Science and Grade 5 Math at Ebenezer Elementary.

Accomplishment #11: Cornwall-Lebanon School District annually exceeds the state average for the 4th Grade Science PSSA test by more than 10 points. **Accomplishment #12:**

Union Canal has accomplished a high level of other academic indicators. The attendance for the school during the 2017-2018 year was 95.93%. In addition to the extraordinary level of high attendance more than 60% of the total student enrollment was represented at the Back to School

Open House during the 2018-2019 school year. Furthermore during the 2017-2018 school year Parent/Teacher Conferences yielded a 94% participation rate.

Accomplishment #13:

Union Canal Elementary was represented by the following accomplishment relative to PVAAS data from 2016-2017. There is evidence that the school has met or exceed the standard for average schoolwide growth in math, ELA and Science.

Accomplishment #14:

South Lebanon Elementary has performed at a level higher than the state averages in all tested areas (math, ELA, and Science), across all grade levels during the 2018 administration.

During the past two year at South Lebanon Elementary there has been upward trend in ELA in all grades which has remained consistent.

Grade 3 improved by 8%

Grade 4 improved by 7%

Grade 5 improved by 4%

District Concerns

Concern #1:

Professional development is not planned across a 3 to 5 year span and sufficient programs, outcomes, presenters and necessary applications must be developed in a scope and sequence for the professional staff.

Concern #2:

A curriculum audit process must be established which includes periodic practice during which the district reviews and ensures the alignment of district curricula with state standards across all levels and content areas.

Concern #3:

There are not sufficient programs, strategies and actions in place related to eliminating barriers that exist in schools related to Safe and Supportive Schools to ensure the most conducive environment for student achievement.

Prioritized Systemic Challenges

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

Aligned Concerns:

A curriculum audit process must be established which includes periodic practice during which the district reviews and ensures the alignment of district curricula with state standards across all levels and content areas.

Systemic Challenge #2 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Professional development is not planned across a 3 to 5 year span and sufficient programs, outcomes, presenters and necessary applications must be developed in a scope and sequence for the professional staff.

Systemic Challenge #3 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

There are not sufficient programs, strategies and actions in place related to eliminating barriers that exist in schools related to Safe and Supportive Schools to ensure the most conducive environment for student achievement.

Systemic Challenge #4 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

A curriculum audit process must be established which includes periodic practice during which the district reviews and ensures the alignment of district curricula with state standards across all levels and content areas.

Systemic Challenge #5 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

There are not sufficient programs, strategies and actions in place related to eliminating barriers that exist in schools related to Safe and Supportive Schools to ensure the most conducive environment for student achievement.

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Revision Cycle - Board Approval

Specific Targets: A clearly documented system that includes school board approval and electronically managed, K-12 Standards Aligned, Future Ready curriculum in all curricular areas.

Strategies:

Alignment, Prioritization and Articulation of the Curriculum

Description:

To ensure an informed, continuous improvement structure with a formal processes moving toward a board approved standards-aligned, written, taught, and tested and accomplished curriculum. CLSD needs to affirm that all curriculum for each student, in all content areas, across all levels of instruction developed and review with fidelity. CLSD needs to affirm that there is a common process, with common guiding documents, and a common language promoting clarity in the curriculum process.

SAS Alignment: Standards, Assessment, Curriculum Framework

SAS: Curriculum

Description:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

SAS Alignment: Curriculum Framework

Understanding by Design

Description:

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. (Sources: [Understanding by Design](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

CLSD Curriculum Audit and Revision Cycle

Description:

Revise the local assessment system in compliance with Chapter 4 of the PA State Code in which each curricular area of instruction shall be approved by the Board of Directors at a minimum of once every six years. Each approval will be supported by several required guiding documents that will be produced, approved and posted for public review. Representation in all grades and content areas will enhance collaboration and unify levels of instruction and position of influence.

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

Program Area(s): Professional Education

Supported Strategies:

- Alignment, Prioritization and Articulation of the Curriculum

CLSD Curriculum Revision Activities and Workflow Organization

Description:

Each year all curricular areas will be responsible to complete assigned tasks as directed by a subcommittee of Administrators which will be established to create a workflow and organizational structure by assigned year for curriculum revision in the school district.

Start Date: 8/29/2019 **End Date:** 6/5/2020

Program Area(s): Professional Education

Supported Strategies:

- Understanding by Design

*Evaluate Assessments (SAS Alignment, DOK)***Description:**

Evaluate all common assessments that support guiding curriculum for question type, Depth of Knowledge, and tagged to SAS.

Start Date: 7/1/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies: None selected

*Curriculum Document Revision***Description:**

Review and revise Curriculum Overview and KUD chart in all content areas and across all grade levels.

Start Date: 7/30/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Professional Development Needs Assessment

Description:

Within curriculum committees representatives will recommend professional development needs on a reoccurring basis.

Start Date: 7/1/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies: None selected

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

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum based evaluations that monitor student progress

Specific Targets: Students and grade levels of students show growth level improvements over benchmark periods of time

Strategies:***Assessment Training*****Description:**

The district will have a team of staff members trained as "trainers" in the area of assessment. All teachers and administrators will be trained to develop effective, reliable and valid assessment strategies. The assessment

techniques will involve rubrics, formulation of objective items, performance tasks, and portfolio development/assessments. This training will stress the evaluation effective assessment strategies that focus on depth of knowledge and complex reasoning processes.

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

Standards-Based Grading System

Description:

After curriculum and assessment work has been completed, essential competencies will be selected to be used with a standards-based grade reporting system. The district will move to a dual system where traditional grade reporting will be joined by a standard-based component.

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

Implementation Steps:

Assessment Training

Description:

System-wide assessment training will occur. All teachers and administrators will be trained to develop effective, reliable and valid assessment strategies. The assessment techniques will involve rubrics, formulation of objective items, performance tasks, and portfolio development/assessments. Training will focus on assessment techniques and tools that effectively measure complex reasoning and depth of knowledge.

Start Date: 7/31/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Assessment Training

Revision of Common Assessments

Description:

Summative assessments will be evaluated using the following criteria: correlation to PSSA Standards and eligible content, Webbs Depth of Knowledge, and assurance that all students have equal access to the same learning goals in all grades and courses regardless of building or teacher assignment.

Start Date: 7/31/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies: None selected

Standards-Based Grade Report Training

Description:

Training will occur that will be two-fold. First, all teachers will understand the purpose and value of standards-based grade reporting. Second, the teachers will be trained on technological tools aimed at assisting with the standards-based grade reporting process.

Start Date: 7/31/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Assessment Training
- Standards-Based Grading System

Goal #3: The district will work to improve a system that promotes a shared vision of positive school climate and encourages community support of the student learning process by each stakeholder of the school district.

Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school

climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Student, Staff, Parent and Community survey results

Specific Targets: Increases in perceived levels of awareness, support, improved communication, increased involvement, and collective endeavors.

Strategies:

Community Relations Activities

Description:

The school district will plan a number of activities aimed at strengthening school community relationships. These activities will serve as a tool for the district to promote a shared vision and garner pride within the school community.

SAS Alignment: Safe and Supportive Schools

Fostering Business and School District Partnerships

Description:

School district representatives will promote endeavors where the school system will work collaboratively with businesses to develop programs that will better prepare students for the world of work.

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

Using Social Media to Improve Communication

Description:

Social media and other communication tools will be used to a greater degree to more effectively communicate the district's mission, vision, values, goals, activities, safety topics, and all other pertinent information.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Use of Facebook, Twitter, Instagram and Other Electronic Media

Description:

The district and building staff will review current use of the district Facebook page and initiate new ways to better use this tool for communication purposes. Use of other social media tools will be explored in an effort to improve communication and marketing efforts.

Start Date: 7/31/2019 **End Date:** 6/30/2022

Program Area(s): Educational Technology

Supported Strategies:

- Community Relations Activities
- Using Social Media to Improve Communication

Enhanced Act 339 Opportunities

Description:

District personnel will work with area businesses to provide the most robust combination of Career and Future Ready experiences to support the approved Standard Aligned System required by the Commonwealth of Pennsylvania.

Start Date: 7/1/2019 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Fostering Business and School District Partnerships

Goal #4: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Local School Safety and Security Data, Parent Engagement Data, Equity Study, PBIS data review.

Specific Targets: District will identify barriers that impede the learning of students and simultaneously implement programs that promote growth and have a positive impact on student engagement, achievement, and emotional well-being.

Strategies:

Use of Standards-Based Assessments and Grade Reporting Systems to Guide Remediation and Intervention

Description:

Many barriers to student learning are due to prior deficiencies in student learning. In an effort to address these deficiencies, the district will implement a standards-based process. Standards-based assessments and grade reporting will guide decisions regarding intervention, remediation and summer school programs. These tools will enable the district to individualize efforts to assist students.

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

Equity Study

Description:

Consider the data gathered in District Equity Study to evaluate growing trend of diversity in the school district by evaluating the students, staff, programs and process and establishing a corrective action for inconsistencies over the course of a 1-3 year time period.

SAS Alignment: Safe and Supportive Schools

SAS: Safe and Supportive Schools (Act 44 of 2018)

Description:

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment.
(Sources: [SAS: Safe and Supportive Schools](#))

SAS Alignment: Safe and Supportive Schools

Implementation Steps:***Determination of Need*****Description:**

District staff members will determine expected performance levels for students. These performance levels will be used to identify students in need of intervention and or remediation.

Start Date: 6/1/2019 **End Date:** 6/30/2021

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Use of Standards-Based Assessments and Grade Reporting Systems to Guide Remediation and Intervention

Creation of Remedial Resources and Assessments**Description:**

District staff members will research, locate, acquire, and/or create sources aimed at intervention and remediation of deficiencies in student learning. These resources will be included on the district curriculum Schoology site.

Start Date: 7/31/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Use of Standards-Based Assessments and Grade Reporting Systems to Guide Remediation and Intervention

Act 44 of 2018

Description:

- Create Safety Security Committee for CLSD
- School Safety Training for Employees (3 hours / 5 years)
- Conduct School Safety and Security Assessment
- Evaluate School Safety Preparedness
- Implement Safe2Say Reporting system

Start Date: 10/16/2018 **End Date:** 8/26/2019

Program Area(s): Student Services

Supported Strategies: None selected

Goal #5: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Annual Professional Staff Survey to consider the effectiveness of Act 48 offerings

Specific Targets: Consider the strengths and weaknesses addressed by the professional staff survey and make necessary improvements and changes.

Strategies:

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: None selected

Implementation Steps:

Core Professional Development options for the professional staff in grade K-12.

Description:

CLSD nominated Professional Development subcommittee will investigate training options during the 2018-2019 school year. The committee will contribute to the annual origination of the Professional Development course selection guide to be distributed annually to educators beginning July 2019.

Start Date: 7/1/2019 **End Date:** 7/1/2020

Program Area(s): Professional Education

Supported Strategies: None selected

Clinical Supervision to support professional development implementation

Description:

All Administrators will evaluate the effective and reoccurring use of the identified professional development topics identified by the CLSD during both formal observation and lesson walkthroughs.

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

Program Area(s): Professional Education

Supported Strategies: None selected

Establish LEA Professional Development Trainers

Description:

Assign and properly training Local Education Agency professional development specialists to develop, implement, and revise necessary district training over an extended period of time.

Start Date: 7/1/2019 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.				Strategy #1: Alignment, Prioritization and Articulation of the Curriculum		
Start	End	Title			Description			
7/1/2019	6/30/2022	CLSD Curriculum Audit and Revision Cycle			Revise the local assessment system in compliance with Chapter 4 of the PA State Code in which each curricular area of instruction shall be approved by the Board of Directors at a minimum of once every six years. Each approval will be supported by several required guiding documents that will be produced, approved and posted for public review. Representation in all grades and content areas will enhance collaboration and unify levels of instruction and position of influence.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Mr. Mike Robinson and Dr. Tracie Clemens	6.0	4	8	CLSD Professional and Administrative staff	School Entity	Yes
		Knowledge	Understanding of the SAS and the requirements of the PA Core and application of effective local curriculum process.					
		Supportive Research	Review of guiding data related to state, local, and classroom assessment to drive 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. 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:

Instructs the leader in managing resources for effective results.

Training Format		School Whole Group Presentation Department Focused Presentation Professional Learning Communities	
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)
		New Staff	
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. Student PSSA data Review of participant lesson plans

aligned assessments to monitor student achievement and adjust instructional practices.

Start	End	Title			Description			
7/31/2019	6/30/2022	Assessment Training			System-wide assessment training will occur. All teachers and administrators will be trained to develop effective, reliable and valid assessment strategies. The assessment techniques will involve rubrics, formulation of objective items, performance tasks, and portfolio development/assessments. Training will focus on assessment techniques and tools that effectively measure complex reasoning and depth of knowledge.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Directors of Education, Building Principals, Assistant Principals	6.0	6	100	TBA	Team of trained staff members along with administrators	No

Knowledge

The assessment techniques will involve rubrics, formulation of objective items, performance tasks, and portfolio development/assessments. Training will focus on assessment techniques and tools that effectively measure complex reasoning and depth of knowledge.

Supportive Research

Efforts are consistent with the work completed by Robert Marzano, Max Thompson, Jay McTighe, and others.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership roles:		Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.	
Training Format		Series of Workshops Department Focused Presentation Online-Asynchronous Professional Learning Communities Offsite Conferences	
Participant Roles		Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff Other educational specialists	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities		Analysis of student work, with administrator and/or peers Creating lessons to meet	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

varied student learning styles
 Joint planning period
 activities
 Journaling and reflecting
 Creation of common
 curriculum-based assessments

standards, classroom environment,
 instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment
 data other than the PSSA
 Classroom student assessment data
 Participant survey
 Review of participant lesson plans

LEA Goals Addressed:	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	Strategy #1: Assessment Training Strategy #2: Standards-Based Grading System
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/31/2019	6/30/2020	Standards-Based Grade Report Training	Training will occur that will be two-fold. First, all teachers will understand the purpose and value of standards-based grade reporting. Second, the teachers will be trained on technological tools aimed at assisting with the standards-based grade reporting process.	Directors of Education, Elementary Principals	3.0	2	25	CLSD	School Entity	No

Knowledge

Teachers will learn more about the critical attributes of standards-based grade reporting and computer applications that make standards-based assessments and grade reporting possible.

Supportive

The value of standards-based grade reporting is well documented.

Research

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
	Provides leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops
	Department Focused Presentation
	Online-Asynchronous
	Professional Learning Communities

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex		Middle (grades 6-8)
	Dir		

School counselors		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		Classroom student assessment data
	Joint planning period activities		Participant survey
	Journaling and reflecting		Review of participant lesson plans
			Review of written reports summarizing instructional activity
			Portfolio

LEA Goals Addressed:	Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Use of Standards-Based Assessments and Grade Reporting Systems to Guide Remediation and Intervention
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Start	End	Title			Description			
7/31/2019	6/30/2022	Creation of Remedial Resources and Assessments			District staff members will research, locate, acquire, and/or create sources aimed at intervention and remediation of deficiencies in student learning. These resources will be included on the district curriculum Schoology site.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Directors of Education, Building Principals, Assistant Principals	1.0	8	25	Various People	Multiple providers will be used	No

including
IU, for
profit
companies
and
school
personnel
|

Knowledge

Available resources that can be used to address deficiencies and learning.

Supportive Research

Prescribed remedial resources is consistent with related research regarding effective methods to address deficiencies in student learning.

Designed to Accomplish

For classroom teachers, school
counselors and education
specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Asynchronous Professional Learning Communities	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Portfolio Remedial resources posted on the district Schoolgy site.
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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities		

specialists: attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

LEA Whole Group Presentation

Training Format

Participant Roles	Dir	Classroom teachers	Grade Levels	
		Principals / Asst. Principals		
		Supt / Ast Supts / CEO / Ex		
		School counselors		Elementary - Primary (preK - grade 1)
		Paraprofessional		Elementary - Intermediate (grades 2-5)
		Classified Personnel		Middle (grades 6-8)
		New Staff		High (grades 9-12)
		Other educational		
	specialists			
		Related Service Personnel		

Follow-up Activities

Training Evaluation

Evaluation Methods

Participant survey

LEA Goals Addressed: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with

fidelity.

Start	End	Title			Description		
7/1/2019	6/30/2021	Establish LEA Professional Development Trainers			Assign and properly training Local Education Agency professional development specialists to develop, implement, and revise necessary district training over an extended period of time.		
	Person Responsible	SH	S	EP	Provider	Type	App.
	Directors of Education, Building Principals, Assistant Principals	6	30	1	Multiple staff development training options	Trainings are not standardized and will represent a wide variety of competency specialists	Yes

Knowledge Build agency capacity for profesional development

Supportive Research All professional development trainings will be consistent with best practices, professional staff needs or interests, and Administrative goals.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.	
		Provides leaders with the ability to access and use appropriate data to inform decision-making.	
		Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
		Instructs the leader in managing resources for effective results.	
Training Format		LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar	
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	
		School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Creating lessons to meet varied student learning styles Professional Development Subcommittee	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Participant survey Review of participant lesson plans
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District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Ruth Ann Schlegel on 4/30/2018

Board President

Affirmed by Philip Domencic on 4/30/2018

Superintendent/Chief Executive Officer