McGuffey SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

90 McGuffey Drive
Claysville, PA 15323
(724)948-3731
Superintendent: Dr. Erica Kolat
Assistant Superintendent: Dr. Laura Jacob
Director of Special Education: Megan Marie Van Fossan

Planning Process

McGuffey School District was previously a Phase Two school district for strategic planning. During the rollout of the comprehensive planning process, the District was identified as a Phase Three school district. The comprehensive planning process involved the following steps:

1. The administrative team including the superintendent, assistant superintendent, supervisor of special education, high school principal, high school assistant principal, two elementary school principals, and one elementary school assistant principal, attended initial comprehensive planning professional development for phase three districts at Intermediate Unit One on August 7, 2014.

2. The Comprehensive Planning Core Planning Committee was selected by the Superintendent. The core planning committee included the Superintendent, Assistant Superintendent, and the Supervisor of Special Education.

3. Three planning subcommittees were established: the professional education planning committee (Act 48+ Committee), the technology education planning committee (superintendent, assistant superintendent, business administrator, middle school principal), and the special education planning committee (superintendent, assistant superintendent, supervisor of special education, high school principal, middle school principal, and two elementary school principals).

4. In the Fall of 2013, McGuffey School District parents, teachers, administrators, and students participated in the *Speak Up 2013 Survey* to gain insight regarding technology resources available in homes and schools and identify resource integration strengths and deficits.

5. February 5, 2014, McGuffey School District received *Speak Up 2013 Survey* results.

6. February 13, 2014, the superintendent shared parent survey results at a public McGuffey Board of School Directors meeting, in attendance were board members, administrators, teachers, and community members.

7. At each professional learning session regarding technology integration (i.e., Chrome, McGuffey Blended Academy, etc.), the *Speak Up 2013* survey results were shared. These groups included teachers and administrators.

8. McGuffey School District has an active Act 48+ Committee that analyzes the annual professional growth needs assessment, reviews evaluation forms for professional learning, and develops agendas for district-provided in-service days. Members of this committee are appointed from the membership group (administrators appoint administrators, and teachers appoint teachers). This committee meets approximately four times per school year, and served as part of the professional education committee.

9. Each spring, professional staff members in McGuffey School District complete a professional growth needs assessment. In February, 2014, the professional staff completed the 2014 Professional Growth Needs Assessment. The Act 48+ Committee met and used the results of this survey to plan the 2014-2015 professional development in-service day sessions as well as identify professional learning needs that can be accommodated through building-level sessions, summer sessions, and by professional learning providers outside of the school district.

10. Building action teams meet 2-4 times per year to review student performance data, set academic goals for the building, and identify resources necessary to effectuate the building level plans.

11. Departments and grade levels meet at least monthly to review student progress, revise and review curricula, and share effective instructional strategies.

12. The local advisory committee and occupational advisory committee meet at least twice per year to identify curricular and programmatice needs for the vocational agricultural education program, in particular, but for the District in general. These committees include the Superintendent, Assistant Superintendent, High School Principal, High School Assistant Principal, teachers, parents, business leaders, community members and students.

13. All teams will be instrumental to implementing the strategies, implementation steps, and eventually accomplishing the systemic goal.

Mission Statement
In a cooperative effort with the community, the mission of the McGuffey School District is to be an educational leader by enabling students to reach their full potential through the acquisition and application of knowledge and life skills.

Vision Statement
McGuffey School District is a progressive district ensuring success through excellence.

Shared Values

Education is a shared responsiblity. Achievement requires the commitment and participation of staff, students, family, and community.

- All students can learn. All students have potential that can be developed.

- Rates of learning vary. The time required for mastery has no bearing on the value of the learner.

- All students have unique skills and talents. Individual abilities must be identified and nurtured.

- High self-esteem enhances success. People develop best through sincere praise and validation.

- School climate contributes to achievement. Learning occurs best in an environment of mutual respect.

- High expectations for success must be the norm. Failure only occurs when one stops trying.

- Trust is vital. Trust bonds staff, students, family, and community.

- Cooperation is essential. Learning experiences must encourage and teach skills which develop a cooperative attitude.

- Optimism is critical. Optimism about people, education, and the future serves all of us best.

- School attendance is valued by the school district and parents.

- The schools serve as a community hub for education, athletics, entertainment and civic activities.

- Continuing professional development of the school district staff is essential.

Educational Community

McGuffey School District is a rural public school district located in the extreme southwestern corner of Pennsylvania in Washington County. The district is rural and covers an area of approximately 203 square miles and is sparsely populated by 13,695 people in 4,932 households. The district borders the state of West Virginia on the west, Avella School District on the north, Trinity Area School District on the east, and Green County on the south. McGuffey School District is made up of seven townships and two boroughs, including Blaine, Buffalo, Donegal, East Finley, Morris, South Franklin, and West Finley townships, and Claysville and Green Hills boroughs.

Effective July 1, 2014, the elementary schools were reconfigured, so each building served students in kindergarten through fifth grades. As of October 1, 2014, one thousand seven hundred forty-three (1743) students attend McGuffey School District's four school buildings: Joe Walker Elementary School (K-5, 243), Claysville Elementary School (K-5, 525), McGuffey Middle School (6-8, 380), and McGuffey High School (9-12, 595).

According to the district's free and reduced lunch eligibility report, the portion of district students who live in households that qualify as low income is 40.80%. This is the same percentage of students who met eligibility criteria at the time that the last strategic plan was submitted in 2011.

There are few industries in McGuffey School District, and of the available businesses, most are small, locally owned entities. A limited utility infrastructure exists throughout the school district. This lack of infrastructure limits residential development within the district. McGuffey School District's millage for the 2014-2015 Budget Year was set at 123.20 mills. The district continues to lose local revenue via assessed property taxes due to coal valuation. Additionally, the district comprises over 5000 acres of State Game Lands.

Planning Committee

Name	Role
Mark Adams	Business Representative
Tommy Bedillion	Administrator
Mara Bell	Elementary School Teacher - Regular Education
Mark Bonus	Administrator
Christine Bywalski	Middle School Teacher - Special Education
Laurel Celani	Middle School Teacher - Regular Education
Ashley Cursi	Elementary School Teacher - Regular Education
David Ealy	Parent
Kansas Ealy	Student
Linda Emeterio	Secondary School Teacher - Regular Education
Sheryl Fleck	Administrator
Debbie Harden	Business Representative
Laura Jacob	Administrator
Howard Johnson	Community Representative
Heather King	Parent
Marie Kolander	Administrator
Erica Kolat	Administrator
Jacob Kribel	Middle School Teacher - Regular Education
Erin Lambie	Ed Specialist - School Counselor
Tom Lane	Community Representative
Andrew MacBeth	Secondary School Teacher - Regular Education

Louis Magnotta	Administrator
Harry Morrison	Elementary School Teacher - Regular Education
Natalie Papson	Elementary School Teacher - Regular Education
Rita Ross	Ed Specialist - School Counselor
Margaret (Pegg) Smith	Parent
Marty Smith	Parent
Ed Stout	Business Representative
Megan Marie Van Fossan	Administrator
Michael Wilson	Administrator
Tammy Yukon	Elementary School Teacher - Regular 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
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	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
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":

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social	Developing	Developing

Standards	Mapping	Alignment
Studies, Science and Technical Subjects		
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	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

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

This narrative is empty.

Middle Level

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

This narrative is empty.

High School Level

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

McGuffey School District's curriculum is aligned with the PA Core Standards, as published.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Professional learning regarding curriculum development is ongoing. Initial professional learning focused on a developing a common language and understanding regarding curriculum development and terminology (i.e., big ideas, essential questions, concepts, competencies). At the same time, the district researched and identified a web-based curriculum management program to ensure all educators had access to the written, approved, and implemented curriculum. In grade level and department teams, educators reviewed state standards and existing curricula to determine alignment and areas in need of alignment. These teams continue to focus on a different curriculum area each month during their department and grade level team meetings. Additionally, curriculum development and alignment will continue to be a focus of monthly building-level staff meetings and annual in-service day professional learning opportunities, as needed, to ensure that curricula align with state standards, but most importantly, meet students' learning needs.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Professional learning regarding curriculum development is ongoing. Initial professional learning focused on a developing a common language and understanding regarding curriculum development and terminology (i.e., big ideas, essential questions, concepts, competencies). At the same time, the district researched and identified a web-based curriculum management program to ensure all educators had access to the written, approved, and implemented curriculum. In grade level and department teams, educators reviewed state standards and existing curricula to determine alignment and areas in need of alignment. These teams continue to focus on a different curriculum area each month during their department and grade level team meetings. Additionally, curriculum development and alignment will continue to be a focus of monthly building-level staff meetings and annual in-service day professional learning opportunities, as needed, to ensure that curricula align with state standards, but most importantly, meet students' learning needs.

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

This narrative is empty.

Middle Level

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

Professional learning regarding curriculum development is ongoing. Initial professional learning focused on a developing a common language and understanding regarding curriculum development and terminology (i.e., big ideas, essential questions, concepts, competencies). At the same time, the district researched and identified a web-based curriculum management program to ensure all educators had access to the written, approved, and implemented curriculum. In grade level and department teams, educators reviewed state standards and existing curricula to determine alignment and areas in need of alignment. These teams continue to focus on a different curriculum area each month during their department and grade level team meetings. Additionally, curriculum development and alignment will continue to be a focus of monthly building-level staff meetings and annual in-service day professional learning opportunities, as needed, to ensure that curricula align with state standards, but most importantly, meet students' learning needs.

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

This narrative is empty.

High School Level

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

Professional learning regarding curriculum development is ongoing. Initial professional learning focused on a developing a common language and understanding regarding curriculum development and terminology (i.e., big ideas, essential questions, concepts, competencies). At the same time, the district researched and identified a web-based curriculum management program to ensure all educators had access to the written, approved, and implemented curriculum. In grade level and department teams, educators reviewed state standards and existing curricula to determine alignment and areas in need of alignment. These teams continue to focus on a different curriculum area each month during their department and grade level team meetings. Additionally, curriculum development and alignment will continue to be a focus of monthly building-level staff meetings and annual in-service day professional learning opportunities, as needed, to ensure that curricula align with state standards, but most importantly, meet students' learning needs.

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.

McGuffey School District offers a continuum of special education services to ensure that students have access to a free and appropriate educational program in the least restrictive environment. One of these services is provided in the general education program in a co-teaching environment. Effective co-teaching teams work collaboratively to provide accommodations and modifications to facilitate students' active participation and success in a rigorous standards-aligned curriculum.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators
- Department Supervisors

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

Formal classroom observations align with Charlotte Danielson's *Framework for Teaching*, which includes Domain One: Preparation, Domain Two: Classroom Environment, Domain Three: Instruction, and Domain Four: Professionalism. Additionally, the administrative team conducts at least two official walkthroughs per teacher; this walkthrough report is also aligned to Danielson's *Framework for Teaching.* McGuffey School District implements annual evaluations, per Act 82 of 2012, which includes multiple sources of documentation to ensure effective instruction among classrooms, grades, subjects, and/or programs.

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

While peer coaching occurs on an informal basis, it cannot be included in the formal evaluation process, for all observations must be conducted by an administrator.

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.	Full Implementation
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.

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.	Full Implementation
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.

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.

All teachers employed by McGuffey School District are highly qualified. Teachers are assigned to courses and grade levels to ensure that children have access to educators with varying levels of experience and content knowledge. The district completes an equity plan annually to ensure that at-risk students are not taught at a higher rate than students who are not at-risk by less experienced, less qualified teachers.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	26.00	26.00	26.00	26.00	26.00	26.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	4.00	4.00	4.00	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00	2.00	2.00	2.00
Health	1.00	1.00	1.00	1.00	1.00	1.00

Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00	1.00	1.00	1.00
Electives	6.00	6.00	6.00	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

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

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

Writing
- Local Assessments aligned with State Standards

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

Local Assessments

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

World Language		X				X

2015 and beyond Graduation Requirement Specifics

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

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

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

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

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

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

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

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

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

2017 and beyond Graduation Requirement Specifics

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

Biology or Chemistry

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

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

American History, Civics/Government, or World History

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Locally developed curriculum-based assessments	X	X	X	X
PSSA		X	X	
Test of Cognitive Skills	X			
PASA		X	X	X
PSAT				X
NOCTI				X
Advanced Placement Test				X
ACCESS for ELLs	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Locally developed curriculum-based assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
GRADE	X			
GMADE	X			
CDT		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Results from our common assessments are uploaded to EdInsight (c), OnHand Schools, which facilitates data analysis among multiple assessments, courses, and grade levels to capture an assessment history by student. Teachers use this information to differentiate instruction. Additionally, assessment results are reviewed annually to determine curriculum strengths and needs, which prompts an ongoing curriculum development process. At the elementary level, grade level teams meet during collaboration time to analyze students' performance on local, formative, benchmark, diagnostic, and summative assessments. District-wide, grade level and department teams meet monthly to monitor students' progression through course curricula through their performance on common local, national, and state assessments.

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.

This is not applicable.

Collection and Dissemination

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

As previously stated, all educators have access to assessment data through the online data management system, EdInight. This web-based program collects data from state and local sources to facilitate data analysis by educators who log into one site to access these multiple sources of data.

Data Informed Instruction

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

At the elementary school level, data are analyzed to determine students' learning needs. Students flexibly move among three tiers of instruction for reading and math through their developed

Response to Instruction and Intervention program. At the middle and high school level, non-proficient students participate in reading and mathematics preparation courses, which were developed to support small groups of children who have not demonstrated proficiency on state exams by individualizing instruction to meet their needs. Additionally, the middle school and high school teams are building increased instructional time in reading and mathematics by offering a modified block schedule for some students.

Assessment Data Uses

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

Our building-level, grade-level, department-level, and district-level teams analyze data to determine students' strengths and needs. Additionally, we identify the systemic needs with regard to our curriculum, instruction, and assessment systems to address these needs.

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

PA does not articulate specific PA assessment anchors for K-2.

Distribution of Summative Assessment Results

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

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

Provide brief explanation of the process for incorporating selected strategies.

Assessment results are shared with the district community through our district newsletter, published three times per year; during parent meetings at the building level; and on our district website, which includes our annual district report card. Individual student reports are shared during parent meetings, IEP team meetings, etc. Notifications about the district testing calendar are shared on the district's website, in the district newsletter, and in student handbooks.

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

As needed, information about summative assessments will be offered in course planning guides, local media reports, mass phone calls/emails/letters, and press releases.

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.

McGuffey School District supports student achievement by supporting the whole child through multiple services, programs, and resources. Among these resources are the following: English as a Second Language, which provides mandated supports through ELL instruction; full-day kindergarten, provided to all students; guidance consultation and coordination services, provides consultation services to students and families to access support from community agencies; guidance developmental services, provides orientation/building transition, student evaluation, health appraisal, attendance monitoring, and career development; guidance diagnostic, intervention, and referral services, provides counseling, placement, and community referral; health services, provides periodic health services to monitor normal development and determine the absence of disease; Student Assistance Program, provides supports to address barriers to learning for K-12 students; Title I, provides reading support for academically at-risk students K-5; reading, math and science prep courses, provide small-group instruction at the secondary level to support non-proficient students in reading, mathematics, and science.

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	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X		X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	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	

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

This narrative is empty.

Identifying and Programming for Gifted Students

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

Procedures for the identification of Gifted Students (Screening Process):
Students are referred for evaluation to determine eligibility for gifted support programming in one of three ways:

Parent Referral

Administrative Referral or Guidance Referral

Teacher Referral

Parent Referral:

The school district will accept a written parent request for multidisciplinary evaluation to determine if a student is eligible and in need of gifted services. Parents are asked to complete input forms documenting why they believe their child may need gifted programming:

Includes input on student's strengths

Upon the district's receipt of a parental request for evaluation, a Permission to Evaluate will be prepared and mailed to the parent, along with the Procedural Safeguard Notice. The Permission to Evaluate will contain the reason for referral, assessments to be utilized, and time frame for completion of the evaluation. Upon the district's receipt of the signed Permission to

Evaluate form, the student will be scheduled for an individual psycho-educational evaluation with a certified school psychologist. The psychologist will review information gathered from the parents, teachers, and record review and incorporate those findings along with individual psycho-educational evaluation results into the Gifted Written Report.

The district reserves the right to limit parent requests for gifted multidisciplinary evaluation to one request per school term as outlined in 16.22.

Expertise in a specific area

Higher level thinking skills

Creativity

Leadership skills

Communication skills

Foreign language skills

Technology expertise.

Teacher Referral, Administrative or Guidance Referral is also part of the comprehensive gifted program.

Evaluation and Identification Process:

According to 22 Pa. Code Chapter 16, the definition of mentally gifted is part of a "multiple step" criteria. Below is a listing of the criteria which will be reviewed by the school, parents and other pertinent team members when determining whether a student qualifies for the McGuffey School District's gifted program:

IQ 130 or more

The term "mentally gifted" includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in Pennsylvania Department Education Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone…. The determination shall include an assessment by a certified school psychologist. (22 Pa. Code §16.21(d)) No one test or measure is sufficient to determine giftedness.

IQ Lower than 130

A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. (22 Pa. Code §16.21(d))   If a student's IQ is less than 130, other factors, such as academic performance, demonstrated achievement and other observed skills must strongly indicate gifted ability in order for that student to be admitted to a gifted program.

Factors Considered When Determining Mental Giftedness:

The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.

The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.

The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products,

portfolios or research, as well as criterion-referenced team judgment.

The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.

The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Program Description

The McGuffey School District provides a wide array of educational experiences for students who have been found to be eligible for the district's gifted program. The needs of each student are addressed in a Gifted Individual Education Program (GIEP). Annual goals and/or short term objectives (if appropriate) are developed in the GIEP along with specially designed instruction which will be implemented in accordance with the GIEP.

The activities in which students in the gifted program can participate may vary from year to year. The activities may consist of but are not limited to:

Enrichment activities stemming from the regular education/supplemental curriculum(s)

Supplemental Instruction from school personnel

Individual or team competitions (Local, State and/or National)

Community Service opportunities

Educational field trips

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	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X

Orientation/Transition	X	X	X	X
RtII	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	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,	X	X	X	X

Parents and Communities				
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- 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.

Elementary Level
 : Elementary school student progress evaluation includes: progress reports (issued mid-term four times per year to students who currently have a D or F average or have dropped two letter grades from the end of the previous nine week grading period) and nine week report cards. Students are evaluated on formal and informal assessments including observations, chapter and theme tests, projects, daily assignments, and class participation. Grades are monitored utilizing Grade Quick and can be accessed by principals and counselors through ProSoft. Parents can access student progress on EdLine (a web based service) which is available to each family with a child enrolled at McGuffey School District. Students who meet the predetermined criteria have the opportunity to receive Title I services in Reading and Education Assistance Program (EAP) tutoring in Reading and Math. Students who are experiencing ongoing difficulties in academics or behavior are referred to the Elementary Student Assistance Program. The team, including teachers, counselors, and parents, develop an intervention plan that is monitored. If the intervention plan is unsuccessful, a referral for further testing may be warranted.

Middle School
 : Middle school student progress evaluation includes: progress reports (issued mid-term four times per year to students who currently have a D or F average or have dropped two letter grades from the end of the previous nine week grading period) and nine week report cards. Students are evaluated on formal and informal assessments including observations, chapter and theme tests, projects, daily assignments, and class participation. Grades are monitored utilizing Grade Quick and can be accessed by principals and counselors through ProSoft. Parents can access student progress on EdLine (a web based service) which is available to each family with a child enrolled at McGuffey School District. In addition, students participate in formative assessments aligned with the state standards. Parent involvement (parent conferences, phone calls, and ongoing communication) is encouraged and opportunities are provided to meet with teachers and counselors throughout the year. Students who are experiencing ongoing difficulties in academics or behavior are referred to the Student Assistance Program. The following is a list of academic plans utilized to ensure academic success: teacher/parent/student meets with guidance counselor to discuss grades, study habits, and appropriate interventions. All parties meet with teachers to develop plans that can include any of the following: using homework assignment books to track homework; behavior plan may be developed with reinforcements either at home or school.

High School:

High school student progress evaluation includes: progress reports (issued mid-term four times per year to students who currently have a D or F average or have dropped two letter grades from the end of the previous nine week grading period) and nine week report cards. Students are evaluated on formal and informal assessments including observations, chapter and theme tests, projects, daily assignments, and class participation. Grades are monitored utilizing Grade Quick and can be accessed by principals and counselors through ProSoft. Parents can access student progress on EdLine (a web based service) which is available to each family with a child enrolled at McGuffey School District. In addition, students participate in formative assessments aligned with the state standards. Parent involvement (parent conferences, phone calls, and ongoing communication) is encouraged and opportunities are provided to meet with teachers and counselors throughout the year. Students who are experiencing ongoing difficulties in academics or behavior are referred to the Student Assistance Program. All parties meet with teachers to develop plans that can include any of the following: using homework assignment books to track homework; behavior plan may be developed with reinforcements either at home or school.

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

McGuffey School District teams with Community Action Southwest by housing a pre-kindergarten program at Joe Walker Elementary School, and offering a Head Start program at Claysville Elementary School. Because these programs are housed in our elementary schools, collaboration with Community Action Southwest, in particular, exists on a regular basis. Formally, administrators and teachers attend annual education consultation meetings that are hosted by Community Action Southwest. They also attend sessions aimed at facilitating effective transition from early childhood programs to kindergarten that other child care providers make available. McGuffey School District and Community Action Southwest collaborated over the last two years to provide a kindergarten readiness program for children entering kindergarten who failed to meet kindergarten readiness benchmarks during kindergarten registration.

There is one after-school program offered in West Alexander that children in K-8 attend (although high school children are also eligible to attend). Our Assistant Superintendent serves the afterschool program as a member of their educational committee.

Youth workforce development is prominent in four areas within our school district: an active local advisory committee for our vocational agricultural education program, our newly developed and implemented community based instruction vocational program, community involvement in career fairs, and the Junior Achievement program at the elementary schools.

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.

McGuffey School District collaborates with Intermediate Unit One to identify and serve students who are preschool age with disabilities. The Early Intervention Program provides services for eligible young children ages three through the age of beginners and is available to any qualifying child. Related services are available in the areas of nursing, hearing, vision, psychological evaluations, and assistive technology. Services are provided when the child meets the eligibility criteria of a 25% delay in one or more of the five developmental areas and demonstrates a need for specially designed instruction. The primary goal of the program is to improve a child's developmental levels to enable him or her to access the general curriculum when they are school-aged. The staff works closely with school districts and parents to facilitate the transition-to-school process for eligible children. A language-based curriculum with developmentally appropriate activities provides a framework for learning. Children are encouraged to learn through active exploration of materials and settings. These explorations involve verbal and physical manipulations. The needs of the child determines the amount of support provided by the teacher. Additionally, our special services offices publishes an annual Child Find Notice to Parents regarding services for protected handicapped students, and the elementary school staff, including a building-level administrator, kindergarten teacher, and supervisor of special services participate in annual Early Intervention meetings to discuss the transition needs for each child already participating in the programs. The school-age team collaborates with families and Early Intervention providers to ensure a smooth transition for each early learner.

For all children, the elementary schools hold two formal opportunities to meet school staff and familiarize themselves with the elementary school environment. These formal meetings take place during Kindergarten Registration, and Kindergarten Kick-Off (Orientation). In addition to kindergarten readiness screening, children meet their teachers and other staff members, tour the school building, and ride a school bus to learn school bus safety and expected conduct.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

McGuffey School District purchases materials and resources, as needed, that support a justified student-learning need. Using the SAMR Framework as a reflective tool, teachers and administrators consider how the new resources support student learning by **s**ubstituting, **a**ugmenting, **m**odifying, or **r**edefining learning opportunities for children. When resources modify or redefine student learning, resource allocation is supported.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

McGuffey School District purchases materials and resources, as needed, that support a justified student-learning need. Using the SAMR Framework as a reflective tool, teachers and administrators consider how the new resources support student learning by **s**ubstituting, **a**ugmenting, **m**odifying, or **r**edefining learning opportunities for children. When resources modify or redefine student learning, resource allocation is supported.

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.

McGuffey School District purchases materials and resources, as needed, that support a justified student-learning need. Using the SAMR Framework as a reflective tool, teachers and administrators consider how the new resources support student learning by **s**ubstituting, **a**ugmenting, **m**odifying, or **r**edefining learning opportunities for children. When resources modify or redefine student learning, resource allocation is supported.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

McGuffey School District purchases materials and resources, as needed, that support a justified student-learning need. Using the SAMR Framework as a reflective tool, teachers and administrators consider how the new resources support student learning by **s**ubstituting, **a**ugmenting, **m**odifying, or **r**edefining learning opportunities for children. When resources modify or redefine student learning, resource allocation is supported.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler & Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected:

Although some content areas have not been as developed as others in the SAS Portal, the majority of teachers consider SAS Materials and Resources as part of their planning process with the goal of increasing student achievement.

Elementary Education-Intermediate Level

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

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

Standards	Status
	district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected:

Although some content areas have not been as developed as others in the SAS Portal, the majority of teachers consider SAS Materials and Resources as part of their planning process with the goal of increasing student achievement.

Middle Level

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

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

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

Further explanation for columns selected:

Although some content areas have not been as developed as others in the SAS Portal, the majority of teachers consider SAS Materials and Resources as part of their planning process with the goal of increasing student achievement.

High School Level

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

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

Further explanation for columns selected "

Although some content areas have not been as developed as others in the SAS Portal, the majority of teachers consider SAS Materials and Resources as part of their planning process with the goal of increasing student achievement.

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.

Annually, teachers complete a professional growth needs assessment to rate their understanding, implementation, and professional learning needs associated with characteristics that enhance educators' content knowledge; increase teaching skills with attention to interventions to support struggling and advanced students' needs; formative and summative assessment skills; using data to make instructional decisions; and enhancing parent and community collaboration. Professional learning sessions are differentiated to meet professionals varying interests as well as accommodate their diverse needs.
In addition to the in-service days allocated in the District calendar, additional district-provided professional learning opportunities are offered over the summer, before and after school hours, and

during the school day. These district-provided opportunities are supplemented by professional learning experiences offered by other providers, i.e., intermediate units, PA Department of Education, PaTTAN, vendors, etc. Monthly department and grade-level meetings focus on curriculum development, alignment, and implementation; as well as instructional strategies specific to departments and grade level teams.

In an effort to increase professional learning opportunities and sustain them beyond the face-to-face sessions, the District uses a learning management system to facilitate continued professional learning opportunities. This LMS houses all professional learning resources and provides, among other services, opportunities for continued virtual discussions, grade level and department webinars, and discussion board threads to extend professionals' understanding and support.

At each elementary school, teachers engage in "collaboration time," which is in addition to the preparation periods. During this time, teams review student work samples and discuss alignment among curriculum, instruction, and assessment, with regard to setting rigorous expectations appropriate for each grade level.

The administrative team meets at least monthly to support administrators' function as instructional leaders, their use of data to inform decision making and set appropriate building-level goals; to establish cultures of learning (by both children and adults); and to maximize available resources to increase student achievement. Additionally, the District provides PIL-approved programs to extend professional learning of administrators.

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

All characteristics and strategies are addressed in the previous section.

Strategies Ensuring Fidelity

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

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

The District operates an Act 48+ Committee that provides shared decision-making and leadership in planning, implementing, and evaluating the professional learning opportunities offered by the District. Each year, this committee reviews, revises, and develops a professional growth needs assessment to determine the professional learning needs of all professional staff members. This review considers student data, disaggregated, to determine the professional learning priorities.

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

All strategies were explained in the previous section.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

Successful induction is the result of collaborative efforts among administrators, mentor teachers, and inductees. Recognizing the need for additional professional learning to support inductees' needs, teachers in their first year at McGuffey School District are contracted for four additional days, and year two teachers are contracted for two additional days. These extra days provide opportunities to address new teachers' professional learning needs in the district, and apply their understanding under the close supervision of mentor teachers, building administrators, and district administrators.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

New teachers complete a combination of face-to-face professional learning sessions that are supported by online learning components; these sessions are led by district administrators, building administrators, and tenured teachers. The professional learning is ongoing, and validated by observations and walkthroughs that seek implementation of professional learning concepts. Additionally, mentor teachers meet monthly with inductees to complete pre-determined tasks, answer questions, and provide direction to support a positive professional experience conducive for student learning. Throughout the school year, student assessment data is reviewed and analyzed to make informed instructional decisions and differentiate instruction (process, product, materials) to meet learners' diverse needs. The online components are archived as evidence of inductees' completion of required work.

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

Instead of submitting a portfolio, online work is archived to demonstrate proficiency and task completion to meet the two-year induction requirements.

Mentor Characteristics

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

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

Each new teacher will be assigned by the Superintendent to an induction team made up of the Assistant Superintendent, Building Principal, and Mentor Teacher. Mentor teachers shall be volunteers, and where possible shall be in the same building, subject area, or grade as the new teacher they are to support. This team shall serve as an advisory group to the new teacher and shall evaluate the induction program at the end of the school year.

The assigned building teacher and the new teacher shall meet at least monthly on specific teaching and classroom items, including but not limited to the following: general school information, school district policies, district forms, the supervision and evaluation system, the comprehensive plan, building-level faculty handbooks, special education, resources, curriculum, research-based effective instructional strategies, classroom management, etc. In addition, the team shall meet at least quarterly (face-to-face or online) with the new teacher to review the evaluation process, induction process, and effective teaching strategies.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

At the conclusion of each face-to-face session, inductees will evaluate the program's effectiveness through an electronic survey. Additionally, an end-of-year evaluation will be completed to identify areas of improvement as well as set goals for the upcoming school year. These will serve as both formative and summative assessments of the district-provided induction program. The Act 48+ Committee will review the induction program on an annual basis to recommend areas of improvement and continued development in meeting new teachers' needs.

Recording Process

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

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

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **281**

Identification Method

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

McGuffey School District currently utilizes the severe discrepancy model (ability/achievement) when determining if a student meets definitional criteria for being identified as a student with specific learning disabilities. The District uses this process to analyze student strengths and needs and to determine if the student has a severe discrepancy between intellectual ability and academic achievement relative to age or grade. An evaluation team administers tests of intelligence to determine the student's IQ as well as norm referenced tests of academic achievement so that the discrepancy between the scores from the two measures can be appraised. The evaluation team utilizes the statistical and technical information provided by the test developers to calculate significant statistical differences (.01 probability level) between intellectual ability and actual achievement. The District further recognizes that the existence of an ability-achievement discrepancy is not sufficient to determine eligibility. The evaluation team also documents the extent to which the student's achievement is discrepant from age or grade. In the McGuffey School District, in order for a student to be identified as a student with a specific learning disability, the student must not only display a significant discrepancy in pattern of scores but must also be achieving below age or grade level. The District also assesses and documents exclusionary criteria as set forth in federal and state regulations including: vision/hearing/motor problems, intellectual disability, emotional disturbance, cultural/environmental issues, limited English proficiency, and lack of appropriate instruction by qualified personnel.

Enrollment

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

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

Utilizing information from the Special Education Data Report from the 2011-2012 school year, the District reviewed identification rates for all disability categories.
It suggests that McGuffey School District is right at the State percentage of special education enrollment with the District percentage being 15.3 and the State being 15.2%.
The district is identifying students at rates lower than the state average in the following disability categories- Autism, Other Health Impaired, and Specific Learning Disabilities. The District's identification rate for students with Speech Language, Emotional Support, and Intellectual Disabilities Impairments is greater than the state average. There is statistically disproportionality in identification rates for students with disabilities. The District is following the federal and state special education guidelines for identification. The team has no concerns at this time.

Non-Resident Students Oversight

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

McGuffey School District serves as the host district to the Mel Blount Youth Home. The Youth Home is licensed by the Department of Public Welfare as a shelter and group home.

1. There are no educational services provided at the facility. All students are registered and enrolled in the McGuffey School District within 5 days as required by state and federal regulations.
2. A Free Appropriate Public Education is provided to all students who are identified as special education. There are clear enrollment procedures at each building and through the Special Services Office. District staff are reminded yearly of the process. For all new students, the guidance office contacts the previous school district for records. At the same time, McGuffey Special Services staff contact each special education office in the previous district to ensure that all records were sent from the sending district. On several occasions, the sending school building had not provided special education records. By having the Special Services Office follow up, the District can better ensure that all services are provided to newly enrolled students. Special Services staff ensure that each student is enrolled within 5 business days and receive FAPE. IEPs are adopted upon enrollment and new NOREPS are issued. All decisions are made through the IEP team process. Within the Special Services Office, there are students placed at McGuffey School District, IU1 programs, and Transformation Learning.
3. There are no problems or barriers for service delivery. McGuffey Special Services Office and School District are able to successfully meet the obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

The District's annual public notice is published in local newspapers, student handbooks, the District's quarterly newsletter and the District's web site thereby making community members

aware of the available screenings and services offered by the school district. When a responsible party (parent, guardian, or legal representative) requests an evaluation for a student who resides in McGuffey School District, the District conducts a Multidisciplinary Evaluation within 60 days of the permission receipt and proceeds with the special education process.

When the District is aware that a student with a disability has been incarcerated, the LEA contacts a representative of the correctional facility to expedite the process as well as the necessary paperwork to ensure an appropriate educational program is in place for that student. When the District receives Determination of District of Residence for Students in Facilities and Institutions (Form 4605) the district verifies the family's residency and signs and returns the form. This form is the impetus for contact with the institution and communication about the student's needs and educational programming.

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.

McGuffey School District works to minimize the impact of disabilities and to maximize opportunities for our students to participate in the regular education classroom.
During IEP meetings, the Team spends a great deal of time focusing on the present levels of performance of each student and believe that the most important decisions of the IEP team are interventions, specially designed instruction, and accessing the curriculum. At McGuffey, the general education environment is the presumed placement for all students, and removal should only occur if important learning goals and adaptations cannot be achieved in the general education environment. McGuffey School District data shows a rich history of inclusive practices across the District. The District is proud that the special education services provide for the availability of a seamless continuum of services. It is the understanding that all students have individual needs that cannot be met through one level of intervention or least restrictive environment. The District is very strong in the aspect of teaming and differentiated instruction. The team approach in the MDE and IEP process

is crucial. The District currently provides special education services within most children's home schools, including students who have low incident disabilities. IEP meetings begin by focusing on the student's current situation and classroom performance. General education teachers are present at every IEP meeting. Title One math and reading teachers are also invited to the students' IEP meetings at the Elementary level to provide additional information regarding student skill development and research-based strategies utilized to address skill deficits. The Team reviews assessment data including results from standardized tests, curriculum based assessments, daily classroom performance (grades, attendance, and discipline), general education teacher input, parent input, and student input (if appropriate). The Team also reviews instructional strategies that have been implemented in the general education classroom to address the student's specific problem areas. The Team discusses the effectiveness of these strategies/modifications/accommodations in relation to the individual student's progress compared to his/her classmates and curricular benchmarks. The Team discusses how the student's difficulties impact his/her achievement and progress in the general education curriculum. The IEP Team develops specific goals for the student that will promote progress and skills to be quantified and monitored. The IEP Team reflects on the effectiveness of strategies currently being employed in the classroom and brainstorm any additional strategies/accommodations that would be necessary and are directly related to the student's targeted difficulty and goals. In this brainstorming session, the IEP Team considers the need for supplemental aids and services and additional supports for school personnel to facilitate student success toward goals. A wide variety of supplementary aids and services are considered such as compiling and organizing information about the student, creating profiles of the general education settings, identifying barriers to learning and curriculum access in the general education classroom, identifying strategies and services to eliminate barriers as well as viable alternatives for implementation. Teams look at the type of materials, technology, information presentation methods, assessment formats, project/presentation formats, instructional formats, classroom management, interpersonal relationships, social activities and classroom environments.   Placement options are not considered until the body of the IEP has been developed. The goal, which is stressed in every meeting, is to provide services within the general education classroom to allow maximum participation with non-disabled students. Team members discuss how the student's plan can be implemented in different settings- GE classroom, SE classroom, etc. Team considers input from all members including the GE teacher, parent, and student (if appropriate) to determine if these strategies are appropriate and able to be implemented in the GE classroom or if additional supports are necessary. If members agree that the program can be implemented in the GE classroom, that placement option is chosen. If the members of the Team conclude that additional supports are needed, the IEP Team discusses the provision of supplementary services (such as resource room or itinerant instruction) in conjunction with the regular class placement. After the IEP is completely developed, a NOREP is issued. The array of placement options are outlined and reviewed with the parent. The parent has to check if either A. the parent agrees and signs the NOREP, the placement begins or B. the parent disagrees and refuses the district's recommendation. A dialogue continues during the meeting until consensus about the student's needs and appropriate programming is reached. If need be, the District and/or parent can request and participate in a dispute resolution process through ODR. The District continuously reviews and refines existing practices to increase collaborative process and effectiveness. Student data reviews are stressed to enable teaching staff to

make connections between the needs of diverse learners and differentiated instruction as an effective instructional strategy. In reference to the replication of successful programs and the expansion of the continuum of supports/services, the District has dedicated significant time and financial resources to the implementation of service delivery models to support students with disabilities within the general education curriculum and classroom. The District utilizes a consult model and co-teaching mode K-12 at McGuffey.

In February of 2006, the school district began an extensive self-analysis, identifying the following as essential to implementing LRE and Inclusive Practices: administrative team development and training, staff and professional development/collaboration, continuous quality monitoring and improvement, technical support, the provision of supplementary aids and services, and the formation of parent partnerships. While all elements are crucial to the successful implementation of any inclusion program, the participation of the administration remains imperative. At that time, a five year action plan was developed by the District and a vision was developed as the guiding principle for change. In two years, McGuffey School District moved from a District that placed students who had more intensive needs outside of the district, with the exception of students receiving learning and emotional support, to building internal capacity to meet the needs of the majority of students in their neighborhood schools. As well, students with disabilities in the past were served primarily in segregated special education classrooms within the district.

Review process at the elementary, middle school and high school were facilitated by the Intermediate Unit 1 LRE consultant, Keystone Consultant and/or the Supervisor of Special Education. Training and guided practice with on-site feedback sessions were provided by IU 1 LRE consultant, Keystone Consultant and the Supervisor of Special Education in the areas of co-teaching, differentiated instruction, data analysis and collaborative teaming/planning. The McGuffey School Districts was one of seven school districts to receive the first on-site visit by the Pennsylvania Department of Education to review potential exemplary practices. The McGuffey School District has also had numerous visits from other districts to meet and observe co-teaching classes. Every two years there is a district wide inclusive practices fair. Multiple sessions are provided to continue programmatic change as identified during data review meetings. Yearly there is also co-teaching observations and follow up trainings provided by Keystone Consultants. District staff participate in all professional development activities sponsored by the Pennsylvania Department of Education Inclusive Practices Project including: Dr. Richard Villa's presentation; Dr. Rettig's presentation, School Scheduling: Enhancing Instruction to Meet the Needs of ALL Students; Dr. Ferguson's presentation, Closing the Achievement Gap; PEAL CENTERS Inclusive Practices Conference, and the PaTTAN training, Supplementary Aids and Services Toolkit Facilitator Training.

Behavior Support Services

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

McGuffey's current Board-approved Behavioral Support policy states that positive, rather than negative measures must form the basis of behavior support programs to ensure that all students must be free from demeaning treatment, the use of aversive techniques, and the use of unreasonable restraints. Behavior support programs and plans must be based upon a Functional Behavior Assessment and utilize positive behavioral techniques. When an intervention is needed to address a problem behavior, the types of interventions chosen must be the least intrusive necessary. The use of restraints is considered as a measure of last resort, only to be used after less intrusive measures, such as de-escalating techniques. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program, Positive Behavior Support policy, and Board policy. A student with a disability (except intellectual disability) may be suspended for ten consecutive and fifteen cumulative days of school per school year. Any removal from the student's regular program is considered to be a change in placement for a student with intellectual disability. Thus, a manifestation determination review must be conducted prior to removing the student from his/her regular school placement. If the behavior is not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities. School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is a manifestation of the child's disability, if the student: (1) carries a weapon to or possesses a weapon at school, (2) knowingly possesses or uses illegal drugs at school, (3) has inflicted serious bodily injury upon another person while at school.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Currently, all district students are being appropriately educated and FAPE is being provided. During the past few school years, the district has encountered complex child and family needs where having interagency collaboration has opened up communication between family and school. The district often works closely with parents to assist in accessing community agencies. This has especially been needed with the number of migrant oil and gas workers who have relocated in the catchment area of McGuffey School District. There have only been two students in eight years that have received Instruction in the Home. In one case, the medical needs of the student precluded her from being served outside of her home. In the other case, the mental health needs had to be addressed prior to the child's educational needs. However, if a student was placed on Instruction in the Home he/she would be monitored monthly through IEP meetings. Since the District has not had to engage in

an intensive interagency approach to appropriately educate students, the approach is not currently linked to program improvement and/or capacity building. This is due to the wide variety of services offered within the District and the Supervisor of Special Education's in-depth knowledge of the providers in the Commonwealth. The Supervisor of Special Education is a member of the transition committee for the largest behavioral health insurer in PA (VALUE Behavioral Health). The Supervisor sits on numerous child welfare boards for agencies in Western PA and is an annual presenter at the PDE Neglected and Delinquent Youth Conference. When the District recognizes that a student is having significant difficulty succeeding in his/her educational program, the IEP Team reconvenes to brainstorm additional strategies and supports to address the student's difficulty. If after exhausting all supplemental aids and services, the District suspects that a student requires a more restrictive educational environment then is available in the home school setting, the district contacts other local agencies including the Intermediate Unit and Privately Licensed Academic Facilities to see if either can provide necessary services to the student. After the student's situation has been discussed and needs clearly defined, if an appropriate placement cannot be found, the district will convene an Inter-Agency Team meeting with the IU 1 and Washington County Inter-Agency Team coordinators and this meeting will also include any and all agencies that provide support to the student. In the event that a placement cannot be secured and the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the District will report the required information to the Pennsylvania Department of Education, updating the information monthly until the appropriate placement can be secured. Additionally, the District will report to the Pennsylvania Department of Education all students who are on Homebound Instruction or Instruction in the Home.

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.

McGuffey School District is situated in the heart of a large rural community located in the Southwestern corner of Pennsylvania. McGuffey School District focuses on educating all students in an environment that fosters mutual respect and self-worth, values excellence and diversity, and provides the necessary supports and services to meet the needs of all children. It not only educates residents within its own immediate district but serves as host to a shelter program and group home program, a private school as well as several therapeutic foster homes which lie within its boundaries. As such, it provides opportunities for inclusive participation not only for its own students but for those students from other districts as well. **Trainings/Professional Development**: A parent training needs assessment was developed and mailed to all parents of students with disabilities in November of 2012. A Special Services Parent Training Needs Assessment is completed every

three years. The Needs Assessment lists several topics that may be of interest to parents. District trainings are based on identified needs of parents. Each parent requesting training or information was contacted by the Special Services Office. Based on parent request, individual trainings were provided or information provided. The district also posts and/or mails home information regarding training opportunities offered through neighboring districts, IU 1, PaTTAN, and the PEAL Center. Parents also completed a satisfaction survey that indicated the following results: 87 Parents out of 87 Parents believed their children spend the right amount of time, each school day, in the regular education classroom(s). 82 Parents out of 87 Parents felt their children were progressing appropriately on his/her IEP goals. 4 Parents were unsure. 82 Parents out of 86 Parents indicated their child's special education teacher called when they needed to be informed. 82 parents out of 87 Parents believe the supports identified in their child's IEP were being implemented. 5 Parents were unsure. 82 Parents out of 87 Parents believed that all supports for their child's needs are in the IEP. 6 Parents indicated they were unsure. 83 Parents out of 85 Parents believed their suggestions regarding how to best teach their child, were welcomed. The District determines trainings necessary to address staff needs in several ways: 1. The District provides training on confidentiality routinely during the first day of in-service each year. 2. Trainings on other topics are implemented to satisfy training requirements written into the district's Special Education plan. 3. Some trainings are developed based upon student performance in comparison to a State standard (i.e., student performance on PSSA/PASA and State AYP targets). 4. More informal trainings with smaller numbers of school personnel are conducted based upon an identified need of an individual special needs student. These trainings are conducted to give staff additional information and support in working directly with the student. 5. The District's Act 48 Team conducts a professional development survey yearly, and using data from the survey suggests additional training topics. 6. The District has a CQI program that identifies needs. 7. New information from PDE, OSEP and PaTTAN. 8. A training survey was provided to paraprofessionals during the 2011-2012 school year. Professional development activities conducted at the District are primarily presented to both regular and special educators. McGuffey School District believes that all special education teachers should attend professional development activities that are provided to their regular education peers. McGuffey School District provides two days of additional paid in-service time to their special education teachers and related service staff to ensure they have the necessary training prior to each school year. When trainings are geared toward a specific issue, i.e. IEP development, only special education teachers are required to attend. Some related service providers are contracted employees who are invited to attend all professional development activities, but their attendance is not mandatory.

Strengths and Highlights:
The District reviews its data at a minimum semi-annually to determine need for

program improvement, additional resources, or program development.

The District has significantly increased the provision of special education services available to students in the neighborhood schools and in the general education classroom setting. The District recognizes the portability of supplemental aids and services and has brought those services to students in their regular education classroom settings. Students and families have expressed their satisfaction with this shift in service delivery. Special education teachers are trained in meeting the needs of diverse learners and are working cooperatively and collaboratively with their regular education counterparts. This has led to a positive effect in meeting the needs of all learners in the school community. Communication between teachers, students, and families has been noted by parents as a strength. Parents report they are comfortable contacting teachers when issues arise and collaborating with staff to problem solve. Parents further note that through the open communication between school and home, parents are able to be actively involved in their child's education. Parents are able to understand how their child is performing in school and to keep abreast of outstanding assignments or tasks. The district has recognized that the number of children in need of school-based mental health counseling is growing and has therefore taken steps to increase supports available within each school building. The district is looking into a collaborative partnership with other community service providers (local mental health agencies, wraparound service providers, privately licensed educational facilities) to increase the level of available supports within our school buildings.

Review of the data indicating the increasing percentage of students with learning difficulties has led to training on the RTII process K-5. As well, Claysville Elementary School and Joe Walker Elementary School are in the second year of implementation of the School-Wide Positive Behavior Interventions and Supports. Under this framework, they are improving student's academic and behavior outcomes through that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. In accordance with OSEP, SWPBIS is a decision-making framework that guides selection, integration and implementation of the best evidence-based academic and behavior practices for improving important academic and behavior outcomes for all students. In general, SWPBIS operates through four integrated elements: Data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable and systems that efficiently and effectively support implementation of these practices. SWPBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responses to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

Claysville Elementary School and Joe Walker Elementary School have effectively implemented Tier 1 (Universal) with fidelity. They have demonstrated the use and understanding of Data-Based Decision Making through bi-monthly data team meetings, consistently utilizing multiple forms of data aggregated through teacher input, student referral forms, ESAP and administrative referrals. The data enables staff to monitor progress of ALL students through continuous monitoring, making program related decisions to effectively intervene with the identified behaviors of concern and implement appropriate school-wide, small group and individualized interventions as needed.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need

for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Mel Blount Youth Home	Nonresident	McGuffey School District	8

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU Educational Campus at Clark	Other	Alt Ed/ Emotional Support	3
Transformational Learning	Special Education Centers	Emotional Support	5
IU1 Educational Campus at East Franklin	Special Education Centers	Emotional Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey High School- SS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 20	2	0.15
Justification: Students not served together							
McGuffey High School- SS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 20	11	0.85
Justification: Students not served together							

Program Position #2

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Claysville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Students not served together							

Program Position #3

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joe Walker Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 12	13	1
Justification: Students not served together							

Program Position #4

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Claysville Elementary- AO	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	20	1

Program Position #5

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Claysville Elementary-SS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 12	20	0.8
Justification: Students not served together							
Claysville Elementary- SS	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	5	0.2

Justification: Students not served together

Program Position #6
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Claysville Elementary- RB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	20	0.8
Justification: Students not served together							
Claysville Elementary- RB	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	5	0.2
Justification: Students not served together							

Program Position #7
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey High School- JR	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
McGuffey High School- JR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.25

Program Position #8
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey Middle School- AW	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	25	0.5
Justification: Students not served together							
McGuffey Middle School- AW	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	25	0.5
Justification: Students not served together							

Program Position #9

     Operator: School District
     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey Middle School- MT	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	25	0.5
McGuffey Middle School- MT	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.5

Program Position #10

     Operator: School District
     PROGRAM SEGMENTS

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

Program Position #11

     Operator: School District
     PROGRAM SEGMENTS

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

Program Position #12

     Operator: School District
     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey Middle School-KF	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	25	0.5
McGuffey Middle School-KF	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey Middle School-CB	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 15	25	0.5
McGuffey Middle School- CB	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	10	0.5

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey High School-DB	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 19	25	0.5
Justification: Students not served together							
McGuffey High School-DB	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	10	0.5
Justification: Students not served together							

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE

		Type		Type	Range		
McGuffey High School-CG	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	25	0.5

Justification: Students not served together

		Type		Type	Range		
McGuffey High School-CG	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	10	0.5

Justification: Students not served together

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey High School- KP	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	25	0.5
McGuffey High School -KP	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey High School- KK	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	25	0.5
McGuffey High School- KK	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Joe Walker Elementary- MD	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	5 to 13	35	0.54

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		operated					
Justification: Students not served together							
Claysville Elementary- MD	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	15	0.23
Justification: Students not served together							
McGuffey Middle School- MD	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	8	0.12
McGuffey High School- MD	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	7	0.11
Justification: Students not served together							

Program Position #19

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Claysville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 11	5	0.25
Justification: Students not served together							
McGuffey Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 15	10	0.5
McGuffey High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 21	5	0.25
Justification: Students not served together							

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Claysville Elementary- CB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	25	0.5
Claysville Elementary- CB	An Elementary School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	7 to 10	10	0.5

	Building	Education programs are operated	20%)				

Program Position #21 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: September 2, 2014

        Average square feet in regular classrooms: 940 sq. ft.

        Square footage of this classroom: 943 sq. ft. (41 feet long x 23 feet wide)

        Explain any unchecked boxes for facilities questions: N/A

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McGuffey Middle School- JB	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	10	0.5
McGuffey High School- JB	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	10	0.5
Justification: Students not served together							

Program Position #22 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: September 2, 2014

        Average square feet in regular classrooms: 936 sq. ft.

        Square footage of this classroom: 936 sq. ft. (36 feet long x 26 feet wide)

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Claysville Elementary- BB	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 13	20	1
Justification: Students not served together							

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	District Wide	1

Special Education Secretary	District Wide	2
Psychologist	District Wide	1
Paraprofessional	All District Buildings	20

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
OT	Outside Contractor	4 Days
PT	Outside Contractor	3 Days
Social Worker	Intermediate Unit	5 Days
Psychologist	Intermediate Unit	5 Days
Psychiatrist	Outside Contractor	30 Minutes
Lead Support	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
Although we have met or exceeded the state average in all content areas, student performance has decreased over the last three years in reading, mathematics, and writing.
Across the District, student performance in science has increased over the last three years: 63.9 (2012), 78.7 (2013), and 79.3 (2014).
Across the District, student performance in mathematics has decreased over the last three years: 78.2 (2012), 78.5 (2013), 74.1 (2014).
Across the District, student performance in reading has decreased over the last three years: 76.9 (2012), 74.7 (2013), 74.1 (2014).
Across the District, student performance in writing has decreased over the last three years: 79.8 (2012), 75.6 (2013), 67.8 (2014).

District Accomplishments

Accomplishment #1:
When comparing the 2013 and 2014 PA School Performance Profile reports, McGuffey High School (5.8 points), McGuffey Middle School (0.1 points), and Claysville Elementary School (2.4 points) increased their Building Level Academic Score.

Accomplishment #2:
In both elementary schools, the percentage of third graders who scored Advanced or Proficient in reading on the PSSA increased between 2013 and 2014.

Accomplishment #3:
According to PVAAS data (2014), fifth graders exceeded achievement and growth expecations in math (52.58, 2.51) and reading (52.16, 4.78).

Accomplishment #4:

Student performance in science across the district has improved over the last three years at the elementary, middle, and high school levels.

Accomplishment #5:

The percentage of students scoring Competent or Advanced on the Industry Standards-Based Competency Assessments increased by 37.93 (between 2013 and 2014 SPP reports).

Accomplishment #6:

McGuffey High School students met annual academic growth expectations in Algebra I to earn 94 percent of the available points on this category of the School Performance Profile (SPP, 2014). According to the PVAAS (2014) report, students demonstrated positive growth in Keystone Algebra I courses (5.3). According to the PVAAS Diagnostic Summary Subgroup Report (2014), historically underperforming students predicted to perform at the Proficient, Basic, and Below Basic performance levels on the Algebra I Keystone Exam exceeded the PA Growth Standard.

Accomplishment #7:

When looking at the PVAAS (2014) Diagnostic Summary Report, high school students met or exceeded the standard for PA Academic Growth in reading for students predicted to perform at the Below Basic performance level.

District Concerns

Concern #1:

Across the district, students projected to score advanced on state assessments are not meeting Growth Standard expectations.

Concern #2:

Joe Walker Elementary School's Building Level Academic Score decreased by 10.4 points between 2013 and 2014 PA School Performance Profile reports.

Concern #3:

There is a disparity in performance level between all students and the following subgroups in the content areas of mathematics, reading, science, and writing: students with IEPs, students who are economically disadvantaged, and historically underperforming.

Concern #4:

According to the 2014 School Performance Profile, almost 50 percent of students fail to demonstrate proficiency on the Biology Keystone Exam.

Concern #5:

For at least the second consecutive year, high school students failed to meet growth expectations in reading (SPP, 2013, 2014).

At the elementary level, fourth graders failed to meet achievement and growth expectations in reading and mathematics.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #13)* Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

Across the district, students projected to score advanced on state assessments are not meeting Growth Standard expectations.

Joe Walker Elementary School's Building Level Academic Score decreased by 10.4 points between 2013 and 2014 PA School Performance Profile reports.

There is a disparity in performance level between all students and the following subgroups in the content areas of mathematics, reading, science, and writing: students with IEPs, students who are economically disadvantaged, and historically underperforming.

According to the 2014 School Performance Profile, almost 50 percent of students fail to demonstrate proficiency on the Biology Keystone Exam.

For at least the second consecutive year, high school students failed to meet growth expectations in reading (SPP, 2013, 2014).

At the elementary level, fourth graders failed to meet achievement and growth expectations in reading and mathematics.

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

> **Aligned Concerns:**

>> Across the district, students projected to score advanced on state assessments are not meeting Growth Standard expectations.

>> Joe Walker Elementary School's Building Level Academic Score decreased by 10.4 points between 2013 and 2014 PA School Performance Profile reports.

>> There is a disparity in performance level between all students and the following subgroups in the content areas of mathematics, reading, science, and writing: students with IEPs, students who are economically disadvantaged, and historically underperforming.

>> According to the 2014 School Performance Profile, almost 50 percent of students fail to demonstrate proficiency on the Biology Keystone Exam.

>> For at least the second consecutive year, high school students failed to meet growth expectations in reading (SPP, 2013, 2014).

>> At the elementary level, fourth graders failed to meet achievement and growth expectations in reading and mathematics.

Systemic Challenge #3 *(System #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

> **Aligned Concerns:**

>> Joe Walker Elementary School's Building Level Academic Score decreased by 10.4 points between 2013 and 2014 PA School Performance Profile reports.

There is a disparity in performance level between all students and the following subgroups in the content areas of mathematics, reading, science, and writing: students with IEPs, students who are economically disadvantaged, and historically underperforming.

According to the 2014 School Performance Profile, almost 50 percent of students fail to demonstrate proficiency on the Biology Keystone Exam.

For at least the second consecutive year, high school students failed to meet growth expectations in reading (SPP, 2013, 2014).

At the elementary level, fourth graders failed to meet achievement and growth expectations in reading and mathematics.

Systemic Challenge #4 *(System #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:

According to the 2014 School Performance Profile, almost 50 percent of students fail to demonstrate proficiency on the Biology Keystone Exam.

For at least the second consecutive year, high school students failed to meet growth expectations in reading (SPP, 2013, 2014).

At the elementary level, fourth graders failed to meet achievement and growth expectations in reading and mathematics.

District Level Plan

Action Plans

Goal #1: Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

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.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- 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: EdInsight

Specific Targets: After entering daily lesson plans into EdInsight, teachers will link daily lesson plans with curriculum units to ensure that materials, activities, and estimated instructional time for achieving the PA Core Standards is documented for all planned instruction.

Strategies:

Align daily lesson plans with curriculum units

Description:

According to Hattie (2009), "It is less the content of curricula that is important than the strategies teachers use to implement the curriculum so that students progress upwards through the curriculum content" (p.175). Therefore, rather than stopping with a curriculum aligned to state

standards, lesson plans will be included so we may analyze these strategies being implemented on a regular basis to ensrue student learning.

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge: New York, NY.

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

Provide a plethora of materials and resources to meet students' diverse needs

Description:

In a synthesis of over 800 meta-analyses, Hattie (2009) identified across research studies that successful small-group, differentiated instruciton was dependent on instructional materials and the nature of instruction being adapted to meet specific students' needs. "For grouping to be maximally effective materials and teaching must be varied and made appropriately challenging to accommodate the needs of students at their different levels of ability" (p.113). Hattie (2009) goes on to recognize the importance of materials and resources as "implementations that emphasize school-wide teaching reform" when teachers have access to and use "specific and innovative curricular materials and instructional practices designed to improve teaching and student learning" (p.226).

SAS Alignment: Instruction, Materials & Resources

Expand curriculum offerings that apply science knowledge

Description:

According to Hattie (2009), "if students are placed in an environment in which they can actively connect the instruction to their interests and present understandings and have an opportunity to experience collaborative scientific inquiry under the guidance of a n effective teacher, achievement will be accelerated" (p.165). Therefore, courses and programs that provide application of science, in particular, as well as other content areas will be developed.

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

Implementation Steps:

Complete daily lesson plans in EdInsight

Description:

Teachers will create daily lesson plans in the district-developed template whcih is housed in EdInsight.

Start Date: 9/2/2014   **End Date:** 6/5/2015

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

Supported Strategies:

- Align daily lesson plans with curriculum units

Align daily lesson plans with curriculum maps

Description:

Teachers will align daily lesson plans with curriculum unit plans.

Start Date: 8/24/2015   **End Date:** 10/30/2015

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

Supported Strategies:

- Align daily lesson plans with curriculum units

Learn and understand the SAMR Framework

Description:

Professional learning will be provided to explain the SAMR Framework regarding technology integration, but also in application of resource selection.

Start Date: 8/26/2014   **End Date:** 6/5/2015

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

Supported Strategies:

- Provide a plethora of materials and resources to meet students' diverse needs

- Expand curriculum offerings that apply science knowledge

Revise curricula to align with PA Core Standards and/or PA Academic Standards

Description:

Teachers will review curriculum to identify strengths and needs regarding curriculum alignment to the PA Core and/or PA Academic Standards.

Start Date: 8/26/2014   **End Date:** 6/8/2018

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

Supported Strategies:

- Align daily lesson plans with curriculum units

- Provide a plethora of materials and resources to meet students' diverse needs

- Expand curriculum offerings that apply science knowledge

Develop new courses

Description:

Educators will propose new courses for development and implementation to meet students' 21st century (right-now) learning needs. Evidence will be in submitted proposals, developed course curricula, and eventually, publication in the building-level academic handbooks.

Start Date: 9/2/2014   **End Date:** 12/31/2019

Program Area(s): Professional Education

Supported Strategies:

- Align daily lesson plans with curriculum units

- Provide a plethora of materials and resources to meet students' diverse needs

- Expand curriculum offerings that apply science knowledge

Evaluate materials and resources needed to support student learning

Description:

After curriculum revision and understanding of the SAMR Framework, teachers and administrators will locate materials and resources (i.e., books, articles, supplies, technology, web-based resources, etc.) to support student learning. As part of the selection process, educators will explain how the resources will transform student learning (SAMR).

Start Date: 8/26/2014   **End Date:** 6/8/2018

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

Supported Strategies:

- Align daily lesson plans with curriculum units

- Provide a plethora of materials and resources to meet students' diverse needs

- Expand curriculum offerings that apply science knowledge

Research curriculum requirements for vocational agricultural education programs

Description:

Teachers and administrators will research the courses needed to develop a vocational agricultural education program

Start Date: 9/2/2014   **End Date:** 12/31/2014

Program Area(s): Professional Education

Supported Strategies:

- Expand curriculum offerings that apply science knowledge

Write course curricula for vocational agricultural courses necessary to offer an additional program

Description:

Approved vocational agricultural educational programs require courses aligned with college and career readiness standards as well as program requirements for approved programs. Evidence of implementation will be the board-approved course curricula and course summaries approved as part of the McGuffey High School Academic Handbook.

Start Date: 9/2/2014   **End Date:** 12/31/2014

Program Area(s): Professional Education

Supported Strategies:

- Align daily lesson plans with curriculum units
- Expand curriculum offerings that apply science knowledge

Apply to and secure approval from the PA Department of Education for vocational agricultural education program

Description:

McGuffey School District will submit an application to PDE for program approval. Evidence that this has been completed will include the completed application and letter from PDE indicating program approval.

Start Date: 9/2/2014   **End Date:** 1/30/2015

Program Area(s):

Supported Strategies:

- Expand curriculum offerings that apply science knowledge

Offer newly approved courses to students

Description:

Courses developed and approved by the McGuffey Board of School Directors will be implemented annually. Evidence of implementation will be the approved student academic handbooks, which is board-approved each year.

Start Date: 12/1/2014   **End Date:** 12/31/2019

Program Area(s): Educational Technology

Supported Strategies:

- Expand curriculum offerings that apply science knowledge

Review enrollment, student performance, and curriculum alignment annually

Description:

Newly developed and approved courses will be reviewed to determine additional needs for course effectiveness. This includes, but is not limited to, reviewing student enrollment, student academic achievement, and curiculum alignment to PA Core and Academic Standards.

Start Date: 9/2/2014   **End Date:** 12/31/2019

Program Area(s):

Supported Strategies:

- Align daily lesson plans with curriculum units

- Provide a plethora of materials and resources to meet students' diverse needs

- Expand curriculum offerings that apply science knowledge