

McGuffey SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

90 McGuffey Drive  
Claysville, PA 15323  
(724)948-3731  
Superintendent: Erica Kolat  
Director of Special Education: Charissa Rychcik

## Planning Process

McGuffey School District implemented the following process to develop our plan:

1. Our administrative team participated in Comprehensive Planning professional development at Intermediate Unit One in the summer of 2017. Participants included the superintendent, the assistant superintendent, and the supervisor of special education.
2. The Comprehensive Planning Core Planning Committee was selected by the Superintendent. The core planning committee included the Superintendent, Supervisor of Special Education, and the Director of Technology and Transportation.
3. Two planning subcommittees were established: the professional education planning committee (Act 48+ Committee) and the special education planning committee (superintendent, supervisor of special education, high school principal, middle school principal, and one elementary school principal).
4. In the spring of 2018, parents, teachers, and students completed the *2018 McGuffey School District Climate and Culture Survey* to gain insight regarding the perceptions of each of these stakeholder groups.
5. In May 2018, the district administrative team (superintendent, supervisor of special education, elementary school principals (2), elementary school assistant principal, middle school principal, middle school assistant principal, high school principal and high school assistant principal reviewed the results of the surveys.
6. 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 two times per school year, and serves as part of the professional education committee.

7. Each year, professional staff members in McGuffey School District complete a professional growth needs assessment.
8. In the 2017-2018 School Year, both elementary schools and the middle school offered collaboration time daily to teachers in core content areas. During the 2018-2019 School Year, collaboration time was made available K-12 in all buildings for English Language Arts, Mathematics, Science, and Social Studies teachers.
9. In 2016-2017, the district started studying and implementing the Data Wise Improvement Process (Harvard University). This started as a book study among the administrative team, progressed to implementing parts of the process and continues to develop until all eight steps of the improvement process are implemented to align with the Data Wise Improvement Process.
10. Departments and grade levels meet daily to review student progress, revise and review curricula, and share effective instructional strategies.
11. The administrative staff met on multiple occasions to review and revise the existing mission statement, vision statement, and shared values of the district.
12. A survey regarding components of the needs assessment was created using Google Forms and shared with all teachers and administrators for completion.
13. During the review period, the drafted plan will be shared with stakeholder groups for input and revision suggestions.
14. The final plan will be approved by the November 2018 School Board Meeting.
15. All teams will be instrumental to implementing the strategies, implementation steps, and eventually accomplishing the systemic goals.

## **Mission Statement**

In partnership with our community, McGuffey School District empowers all learners to grow and excel.

## **Vision Statement**

McGuffey School District is a progressive district cultivating continuous learning through multiple experiences and pathways.

## **Shared Values**

- Education is a shared responsibility, requiring the commitment, trust, and participation of staff, students, family, and community.
- All children and adults can learn. All learners have potential that can be developed.
- Rates of learning vary.
- All learners have unique skills and talents. Individual interests should be identified and nurtured.
- Having a growth mindset enhances learning.
- School climate contributes to learning, which occurs best in an environment of mutual respect.
- Learning experiences must encourage and teach skills with a collaborative attitude.
- The schools serve as a community hub.
- Ongoing professional learning of 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 12,714 people in 4,768 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, 2018, one thousand five hundred ninety-two (1592) students attend McGuffey School District's four school buildings: Joe Walker Elementary School (K-5, 206), Claysville Elementary School (K-5, 519), McGuffey Middle School (6-8, 406), and McGuffey High School (9-12, 455).

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 42.6%. This is an increase of two percent of students compared to the percentage of students who met eligibility criteria at the time that the last comprehensive plan was submitted in 2014.

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 2018-2019 Budget Year was set at 12.35 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 Bonus	Administrator : Professional Education
Marie DeAngelis	Administrator : Professional Education
Sheryl Fleck	Administrator : Professional Education
Daniel Gottron	Administrator : Professional Education
Setrak Haroutounian	Administrator : Professional Education
Erica Kolat	Administrator : Professional Education
Louis Magnotta	Administrator : Professional Education
Charissa Rychcik	Administrator : Special Education
Chester Welc	Administrator : Professional Education
Michael Wilson	Administrator : Professional Education
Mark Adams	Business Representative : Professional Education
Debbie Harden	Business Representative : Professional Education
Ed Stout	Business Representative : Professional Education
Howard Johnson	Community Representative : Professional Education
Tom Lane	Community Representative : Professional Education
Erin Lambie	Ed Specialist - School Counselor : Professional Education
Rita Ross	Ed Specialist - School Counselor : Professional Education
Laurel Celani	Elementary School Teacher - Regular Education : Professional Education
Ashley Cursi	Elementary School Teacher - Regular Education : Professional Education
Harry Morrison	Elementary School Teacher - Regular Education : Professional Education
Natalie Papson	Elementary School Teacher - Regular Education : Special Education
Tammy Yukon	Elementary School Teacher - Regular Education : Professional Education
Amy Osko	Elementary School Teacher - Special Education :

	Special Education
Linda Emeterio	High School Teacher - Regular Education : Professional Education
Jacob Kribel	High School Teacher - Regular Education : Professional Education
Andrew MacBeth	High School Teacher - Regular Education : Professional Education
Mara Bell	Middle School Teacher - Regular Education : Professional Education
Anthony Raco	Middle School Teacher - Regular Education : Professional Education
Christine Bywalski	Middle School Teacher - Special Education : Special Education
David Ealy	Parent : Professional Education
Heather King	Parent : Professional Education
Margaret (Pegg) Smith	Parent : Special Education
Marty Smith	Parent : Professional Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

To determine the status of curriculum mapping and curriculum alignment, a Google Form was developed and shared with all professional staff (teachers and administrators) in the district. Each professional was asked to assess the status for the standards they are directly responsible for teaching or leading. The ratings were tallied, and the status with the most responses is provided in the appropriate chart. Curricula are written so that all students have the same rigorous expectations with instruction scaffolded to meet the grade level state standards. We will revisit the Alternate Academic Content Standards and English

Language Proficiency Standards to ensure that curricula are mapped to and aligned with these standards. Regarding English Language Proficiency Standards, there is currently one child at the secondary level who receive English Language support.

### Elementary Education-Intermediate Level

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

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

To determine the status of curriculum mapping and curriculum alignment, a Google Form was developed and shared with all professional staff (teachers and administrators) in the district. Each professional was asked to assess the status for the standards they are directly responsible for teaching or leading. The ratings were tallied, and the status with the most responses is provided in the appropriate chart. Curricula are written so that all students have the same rigorous expectations with instruction scaffolded to meet the grade level state standards. We will revisit the Alternate Academic Content Standards and English Language Proficiency Standards to ensure that curricula are mapped to and aligned with these standards. Regarding English Language Proficiency Standards, there is currently one child at the secondary level who receive English Language support.

### Middle Level

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

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

To determine the status of curriculum mapping and curriculum alignment, a Google Form was developed and shared with all professional staff (teachers and administrators) in the district. Each professional was asked to assess the status for the standards they are directly responsible for teaching or leading. The ratings were tallied, and the status with the most responses is provided in the appropriate chart. Curricula are written so that all students have the same rigorous expectations with instruction scaffolded to meet the grade level state standards.

### High School Level

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

Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	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":

To determine the status of curriculum mapping and curriculum alignment, a Google Form was developed and shared with all professional staff (teachers and administrators) in the district. Each professional was asked to assess the status for the standards they are directly responsible for teaching or leading. The ratings were tallied, and the status with the most responses is provided in the appropriate chart. Curricula are written so that all students have the same rigorous expectations with instruction scaffolded to meet the grade level state standards.

## *Adaptations*

### **Elementary Education-Primary Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

McGuffey School District's curriculum is aligned with the above standards, as written.

## Curriculum

### *Planned Instruction*

#### **Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

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). The district uses EdInsight to manage the curriculum, which all educators use to access 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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

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). The district uses EdInsight to manage the curriculum, which all educators use to access 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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

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). The district uses EdInsight to manage the curriculum, which all educators use to access 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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

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). The district uses EdInsight to manage the curriculum, which all educators use to access 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*

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Department Supervisors

##### *Unchecked Answers*

- Building Supervisors
- Instructional Coaches
- Not Reviewed

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. Starting with the 2018-2019 School Year, the District implemented a differentiated supervision plan, which includes a portfolio mode, peer review mode, action research mode, and formal observation mode.

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

*This narrative is empty.*

### ***Responsiveness to Student Needs***

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
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.*

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
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.*

### 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 19/20	SY 20/21	SY 21/22
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	5.50	5.50	5.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### Graduation Requirement Specifics

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

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

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

*Unchecked answers*

- Not Applicable. Our LEA does not offer High School courses.

*Local Assessments*

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

*Methods and Measures***Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS Next	X	X		

Easy CBM	X	X		
A2I	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
CDT			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	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

McGuffey School District implements the *Data Wise Improvement Process*, which empowers educators to engage actively in the improvement development and implementation process. The eight-step process (organizing for collaborative work, building assessment literacy, creating a data overview, digging into data, examining instruction, developing action plan, planning to assess progress, and acting and assessing), uses multiple sources of evidence to inform a focus area, learner-centered program, and problem of practice. This problem of practice serves as the focus of the improvement planning process, where teams review research-supported practices to implement across our grade level, building, and/or system. Teams meet daily during collaboration time in order to grow as a professional learning team that actively addresses the systemic barriers.

### *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, EdInsight. 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. In addition to accessing our data on EdInsight, teams use a shared Rolling Agenda for their improvement learning, which is accessed electronically.

### *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. 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. All buildings offer targeted learning opportunities for all children to access supportive intervention in all content areas (not just those that are assessed by a state assessment).

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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***

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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 website, during parent meetings at the building level; and during public school board meetings. 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. Further, McGuffey School District designs learning opportunities to remove barriers, so that all learners may succeed. By designing opportunities aligned to the Universal Design for Learning Framework, learners have multiple opportunities to engage in learning experiences which use multiple means to assess mastery.

### ***Programs, Strategies and Actions***

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.*

### ***Screening, Evaluating and Programming for Gifted Students***

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

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 psychoeducational 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 psychoeducational 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

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

## **McGuffey Screening Process:**

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
- Teacher Referral
- Administrative Referral or Guidance 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
  - Expertise in a specific area
  - Higher level thinking skills
  - Creativity
  - Leadership skills
  - Communication skills
  - Foreign language skills
  - Technology expertise.
- The district reserves the right to limit parent requests for gifted multidisciplinary evaluation to one request per school term as outlined in 16.22.

- 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 psychoeducational 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 psychoeducational evaluation results into the Gifted Written Report

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

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

**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:**

1. 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.

2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. 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.
4. 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.
5. 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.

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

**Enrichment activities are determined by each child's GIEP team. Below are short descriptions of some of the activities in which students have participated during the previous years.**

**Academic League:** Students test their knowledge of current events, historical facts, and science and math equations while competing against other Washington County schools on the Varsity and Junior Varsity levels.

**CalcuSolve:** Students will engage in problem solving and team work at this fast paced competition. There are two rounds of individual competition with each round having four questions. Students solve the questions with the help of clues that are given at specific intervals. Points are earned based upon the number of clues required to solve the problem. The final question is solved by the team. Individual and team scores will be calculated to determine the top participants.

**Creative Convention:** Students put their minds and creativity to work in a series of competitive events. Students are judged on elaboration and originality. Students accumulate points for each activity. They participate in teams comprised of a mixed group of students from the participating schools.

**Contests:** Students can participate in academic and writing contests throughout the school year. This is an individual activity so watch for the posting in the Gifted Classroom.

**High School KDKA Hometown High Q:** Students in Grades 9-12 are eligible for the team competition. A qualification test will be administered to interested gifted

students. The three students with the highest score will represent McGuffey High School on the taping date at **KDKA studio**.

**History Bowl:** Taking place at the Heinz History Center, students will be challenged to find answers to questions, think and write creatively, and practice problem solving abilities as they explore the exhibits.

**Literature Festivals:** In order to participate, students read a specified list of books to help them prepare for the riveting questions that follow once they arrive at the festival. Students travel to a participating Washington County School and compete in a variety of activities including skits, role-plays, memory game, etc. For each task, points are awarded. Students also have the option of designing a book cover or illustration, writing an epilogue, prologue, or chapter, or dressing up as one of the characters in the books.

**Math “24” Tournament:** The 24 Game is an arithmetical card game in which the object is to find a way to manipulate four integers so that the end result is 24. Addition, subtraction, multiplication, or division, and sometimes other operations, may be used to make four digits from one to nine equal 24.

**MathCounts:** The middle school MATHCOUNTS Competition Program provides the perfect atmosphere for students to push themselves to achieve more in mathematics. Consisting of fun and creative problems that promote critical-thinking and problem-solving skills, the MATHCOUNTS competitions have written and oral rounds, as well as individual and team components. Though challenging and non-routine, the competition problems focus on the 6th through 8th grade standards of the National Council of Teachers in Mathematics. Students prepare for the Regional Competition throughout the school year.

**Quiz Bowl:** Middle School and Intermediate students will compete, answering questions on a variety of topics with other Washington County schools.

**Science Bowl:** Held at the Carnegie Science Center, students compete in multiple different hands-on challenges. Past competitions have had students design a skyscraper using newspaper, create a new roller coaster, and even launch straw rockets.

**Shakespeare Monologue Contest:** Here is your chance to perform on the stage of the Pittsburgh Public Theatre. Work individually on your favorite Monologue or with a group of friends to master a scene. This is a marvelous forum for self-expression!

**Socratic Seminar:** If you love to argue and dig debate, Socratic Seminar is for you! Using a forum which encourages contextual based debate, students will explore

many sides to a single issue. This is always an enthusiastic and sometimes passionate activity.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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/MTSS				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	X	X	X	X

Development				
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*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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 electronically and can be accessed by principals and counselors



through PowerSchool. Parents can access student progress on PowerSchool (a web based service) which is available to each family with a child enrolled at McGuffey School District. Students who meet the pre-determined criteria have the opportunity to receive Title I services in Reading. 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 electronically and can be accessed by principals and counselors through PowerSchool. Parents can access student progress on PowerSchool (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. Family engagement (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 electronically and can be accessed by principals and counselors through PowerSchool. Parents can access student progress on PowerSchool (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. Family Engagement (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.

Youth workforce development is prominent in four areas within our school district: an active local advisory committee for our vocational agricultural education program, our 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 substituting, augmenting, modifying, or redefining 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 substituting, augmenting, modifying, or redefining 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	Developing

student motivation, performance and educational needs	
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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 substituting, augmenting, modifying, or redefining 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 substituting, augmenting, modifying, or redefining 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
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Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

	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&rarr;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**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms

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



	classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

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**

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

Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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

	classrooms
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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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms

Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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.

### *Early Warning System*

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

No, we have another early warning system that we are currently utilizing.

## 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.

McGuffey School District remains committed to professionals' continued learning. Effective professional learning happens intentionally and frequently with the ultimate goal of positively impacting student learning. Although in-service days and full-day professional learning remains part of our practice, continued professional growth that impacts students' learning requires more frequent opportunities. The building administrators were able to design master schedules where all teachers of English Language Arts, Mathematics, Science, and Social Studies from Kindergarten through High School have daily collaboration time where they meet as teams for professional learning, improvement process action, curriculum development/alignment/implementation, and collaborative coaching of effective instructional strategies.

In an effort to increase professional learning opportunities across our school system, the district develops an annual Google Classroom for professional learning. In this classroom, information about all district-provided professional learning opportunities is shared; agendas, schedules, and resources, etc., for all sessions are available. This also provides a forum for professionals to continue our shared learning experiences and ask questions to provide clarity and support as we implement new resources and strategies to meet learners' needs.

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.

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 thinking and learning (by both children and adults); and to maximize available resources to increase student learning opportunities. 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.

### ***Educator Discipline Act 126, 71***

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

Questions
The LEA has conducted the required training on:
8/22/2016 In-Service
8/21/2017 Annually, all new hires complete online training through the University of Pittsburgh covering mandated reporting and in compliance with Act 126.
The LEA plans to conduct the required training on approximately:
8/24/2020 3 hours of mandated reporter training will be provided in compliance with Act 126.
8/23/2021 In-Service Day training provided for all educators.

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

Questions
The LEA has conducted the training on:
4/28/2015 Jeff Yalden, author of "Your Life Matters," presented to all middle school and high school staff and students.
11/30/2015 In-Service Day training provided for all educators.
The LEA plans to conduct the training on approximately:
8/24/2020 In the fall of 2019, all educators will complete four hours of professional learning focused on youth suicide awareness and prevention.

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

Questions
The LEA has conducted the training on:
8/22/2016
The LEA plans to conduct the training on approximately:
8/23/2021

## *Strategies Ensuring Fidelity*

### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

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

*Unchecked answers*

*None.*

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

The District 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. Further, the District uses Meeting Wise agendas where meeting objectives, activities, and reflections are built into agenda. At the next meeting of the group, the "pluses and deltas" (feedback reflections) are shared and clarity or troubleshooting provisions provided as necessary. All meetings held within the District use Meeting Wise agendas.

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***

*Checked answers*

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



- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

#### *Unchecked answers*

*None.*

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

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.

All strategies were selected.

### *Needs of Inductees*

#### *Checked answers*

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

- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

#### *Unchecked answers*

- Submission of inductee portfolio.

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 a brief explanation for strategies not selected and your 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***

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills,

coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

*Unchecked answers*

*None.*

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

Each new teacher will be assigned by the Superintendent to an induction team made up of the 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	A g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	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
Curriculum				X	X	X
Instruction				X	X	X
Accommodations and Adaptations for diverse learners					X	X

Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring and Evaluating the 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)*Checked answers*

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

*Unchecked answers*

*None.*

## **Special Education**

### ***Special Education Students***

Total students identified: **295**

### ***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:

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

Utilizing information from the Special Education Data Report from the 2015-2016 school year, the District reviewed identification rates for all disability categories.

It suggests that McGuffey School District is right above the State percentage of special education enrollment with the District percentage being 17.1% and the State being 15.9%. The district is identifying students at rates lower than the state average in the following disability categories- Autism, Other Health Impaired, and Intellectual Disabilities. The District's identification rate for students with Speech Language, Emotional Support, and Specific Learning Disabilities is greater than the state average. 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 no longer serves as the host district to the Mel Blount Youth Home. The Youth Home was licensed by the Department of Public Welfare as a shelter and group home but currently has no students. If McGuffey School District did have students that fell under 1306, we would follow PA Chapter 14 and the IDEA regulations. All students would be registered and begin educational services within five school days. The IEP team would be convened and services provided that are agreed upon by the team. McGuffey School District ensure the LRE by following federal and state regulations as articulated. McGuffey School District has no problems or barriers in meeting its responsibility 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 yearly newsletter and the District's website 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. We include students in the regular education environment 19.8% more than the state average. 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. During the 2015-2016 school year, the district began implementing Universal Design for Learning. 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 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. The 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. McGuffey School District does not place outside of the district unless the IEP team feels that supports and services cannot be provided within the district. At the time of this writing, ten students were not served within the district. 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 Universal Design for Learning Framework. 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 model 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. After the initial plan was completed, we adopted a quality assurance program that quarterly looks at student data to ensure a wide continuum of services are provided. Biannually, a parent satisfaction survey is completed. The most recent district special education survey results were as follows;

99% of respondents felt that their child's program is "excellent/good" (1% stated "fair" and 0% indicated "poor")

99% of respondents felt their child is making meaningful progress on goals (1% indicated "no")

97% of respondents felt that their suggestions about teaching their child were welcome by the district/staff (1% stated "no" and 2% left blank)

### *Behavior Support Services*

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

McGuffey School District has implemented a School Wide Positive Behavior Interventions and Support Program K-8. In May of 2017, Claysville and Joe Walker Elementary Schools were recognized for implementation fidelity for Tier I&II Universal Support at the PDE Statewide PBIS.

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.

All para-educators are trained yearly on positive behavior supports and crisis prevention. In addition, special education staff are trained every other year on crisis prevention. District wide training occurs yearly on the board approved behavior support policy.

McGuffey School District would like to partner with a community agency for school based behavior health. Washington County BHDS and Washington County Commissioners will not support opening the county provider network to allow the school district to work with anyone except Washington Communities base service unit.

### *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 to determine additional supports for the family and child have been helpful. The district often works closely with parents to assist in accessing community agencies. There have been no students in the last five years in need of Instruction in the Home. 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 administration's in-depth knowledge of the providers in the Commonwealth. 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 than 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. Supports and services are developed for each student, at this time we are not considering additional special education programs.

### *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.

Trainings/Professional Development: A parent training needs assessment was developed and mailed to all parents of students with disabilities in May of 2017. A Special Services Parent Training Needs Assessment is completed every two 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.

The District determines professional learning 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 professional learning sessions are developed based upon student performance in comparison to a State Standard (i.e., student performance on PSSA/PASA and SPP 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 Special Services Department has a CQI program that identifies needs. 7. New information from PDE, OSEP, and PaTTAN. 8. A training survey is provided to para-educators on a triennial basis, but more frequently as needed. Professional learning 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 learning activities that are provided to their regular education peers. McGuffey School District provides one day 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 professional learning sessions 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 learning activities, but their attendance is not mandatory.

**Strengths and Highlights:**

Students come to the classroom with a variety of needs, skills, talents,

interests and experiences. Universal Design for Learning, or UDL, provides a framework for embracing the neurodiversity that exists in all our classrooms.

The UDL Framework supports teachers to create flexible learning environments and practices to design instructional activities for a broad range of learners. Over the last three years, McGuffey has made significant investments in UDL professional learning to improve educational outcomes for ALL students better ensuring meaningful access to the curriculum within an inclusive learning environment.

Hand in hand with UDL is our district wide approach to using student data to better ensure learning environments for ALL students. Educators have an ever-increasing stream of data at their fingertips. But how to use this data to improve teaching and learning — how to make it less overwhelming, more useful, and part of an effective collaborative process — can be challenging. McGuffey School District supports educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students through the Data Wise Project. We believe every educator should be part of a thriving learning community that ensures that all students develop the skills, knowledge and dispositions that will allow them to be lifelong learners and to live joyful and rewarding lives.

Over the last thirteen years, 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 has traditional collaborative partnership with other community service providers (local mental health agencies, family based providers, wraparound service providers, privately licensed educational facilities) to increase the level of available supports

within our school buildings. Washington County BHDS officials have been requested to open up the provider networks to allow for a comprehensive community provider partnership, however those requests have been denied.

Claysville and Joe Walker Elementary Schools are in the seventh year of implementation of the School-Wide Positive Behavior Interventions and Supports Program. McGuffey Middle School is in their third year of implementation of the School-Wide Positive Behavior Interventions and Supports Program. Under this framework, they are improving students' academic and behavioral outcomes to ensure 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 behavioral 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

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*



## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Transformational Learning	Special Education Centers	Emotional Support	9
IU1 Educational Campus at East Franklin	Special Education Centers	Emotional Support	2
IU3 Pathfinders	Special Education Centers	MDS	1

## Special Education Program Profile

### Program Position #1

Operator: School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	12	0.25
Justification: Students not served together				
Locations:				
McGuffey High School- SS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 20	15	0.75
Justification: Students not served together				
Locations:				
McGuffey High School- SS	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #2

Operator: School District

#### PROGRAM SEGMENTS

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

### Program Position #3 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 23, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	12	0.25
Justification: Students not served together				
Locations:				
Joe Walker Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	15	0.75
Justification: Students are not served together				
Locations:				
Joe Walker	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 2, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	12	0.25
Locations:				
Claysville Elementary- AO	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	12	0.75
Locations:				
Claysville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5**

*Operator:* School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	12	0.25
Justification: Students not served together				
Locations:				
Claysville Elementary-SS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	15	0.75
Justification: Students not served together				
Locations:				
Claysville Elementary- SS	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 18, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	15	0.75
Justification: Students not served together				
Locations:				
Claysville Elementary- RB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	12	0.25
Justification: Students not served together				
Locations:				
Claysville Elementary- RB	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #7

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
Locations:				
McGuffey High School- JR	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.25
Locations:				

McGuffey High School- JR	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #8***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	12	0.25
Justification: Students not served together				
Locations:				
McGuffey Middle School- AW	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	15	0.75
Justification: Students not served together				
Locations:				
McGuffey Middle School- AW	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	25	0.5
Locations:				
McGuffey Middle School- MT	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.5
Locations:				
McGuffey Middle School- MT	A Middle School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	25	0.5
Locations:				
McGuffey Middle School- LR	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of	Age Range	Caseload	FTE
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	<b>Support</b>			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5
Locations:				
McGuffey Middle School- LR	A Middle School Building	A building in which General Education programs are operated		

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

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5
Locations:				
McGuffey Middle School- AG	A Middle School Building	A building in which General Education programs are operated		

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Itinerant	Learning Support	12 to 14	25	0.5
Locations:				
McGuffey Middle School- AG	An Elementary School Building	A building in which General Education programs are operated		

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

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Itinerant	Learning Support	12 to 15	25	0.5
Locations:				
McGuffey Middle School-KF	A Middle School Building	A building in which General Education programs are operated		

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5
Locations:				
McGuffey Middle School-KF	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 31, 2016**PROGRAM SEGMENTS**

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Itinerant	Emotional Support	12 to 15	25	0.5

Locations:				
McGuffey Middle School-CB	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	10	0.5
Locations:				
McGuffey Middle School- CB	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	25	0.5
Justification: Students not served together				
Locations:				
McGuffey High School-DB	A Senior High School Building	A building in which General Education programs are operated		

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	25	0.5
Justification: Students not served together				
Locations:				
McGuffey High School-CG	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	10	0.5
Justification: Students not served together				
Locations:				
McGuffey High School-CG	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
McGuffey High School- KP	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
McGuffey High School -KP	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
McGuffey High School- KK	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
McGuffey High School- KK	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 23, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	30	0.6
Justification: Students not served together				
Locations:				
Joe Walker Elementary- MD	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	12 to 16	10	0.2

	Support			
Locations:				
McGuffey Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 21	10	0.2
Justification: Student are not served together				
Locations:				
McGuffey High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	25	0.5
Locations:				
Claysville Elementary- CB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Locations:				
Claysville Elementary- CB	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 2, 2014*Explain any unchecked boxes for facilities questions:* N/A**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	10	0.5
Locations:				
McGuffey Middle School- JB	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	10	0.5
Justification: Students not served together				
Locations:				
McGuffey High School- JB	A Senior High	A building in which General		



	School Building	Education programs are operated		
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**Program Position #22 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 2, 2014**PROGRAM SEGMENTS**

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

**Program Position #23 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 21, 2017

*Explain any unchecked boxes for facilities questions:* This will be a special ed small group instruction room. We are adding a second teacher at Joe Walker Elementary so we can co-teach.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	20	1
Justification: Case load will be a 5 year grade span. Younger students will not be served with older students unless there is a age range waiver.				
Locations:				
Joe Walker Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Special Education Supervisor	District Wide	1
Special Education Secretary	District Wide	2
Psychologist	District Wide	2
Paraprofessional	All District Buildings	19
Social Worker	District Wide	1

**Special Education Contracted Services**

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
OT	Outside Contractor	4 Days
PT	Outside Contractor	3 Days
Psychiatrist	Outside Contractor	30 Minutes
Lead Support	Intermediate Unit	5 Days

# Needs Assessment

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## 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:

## District Accomplishments

### Accomplishment #1:

In the Spring of 2018, McGuffey School District administered a "Climate and Culture Survey" to all teachers, parents, and children; this was the first time a survey of this nature was administered. In order to maximize participation, the survey was offered both electronically and via hard copy; responses were also collected anonymously. We recognize that until many of these assessed areas are 100 percent, we will continue to seek improvement in the climate and culture of our school system. Although the results were collected by school, we believe the results reflect our school system and not specific schools.

Based on this information, we learned the following:

- 146 professional staff members responded to the *2018 Climate and Culture Survey*.
- 94 percent of teachers feel safe all or most of the time at school.
- 92 percent of teachers shared that they have high expectations for the learning of all children (at least most of the time).
- 89 percent of teachers believe their colleagues have high expectations for all children (at least most of the time).
- 80 percent of teachers believe that teachers regularly collaborate to improve instruction.
- 96 percent of teachers believe that they recognize children for their effort and persistence.

- 86 percent of teachers believe that they have a close working relationship with their colleagues.
- 497 students attending Claysville Elementary School responded to the *2018 Climate and Culture Survey*.
- 85 percent of students attending Claysville Elementary School feel safe at school.
- 92 percent of students attending Claysville Elementary School reported that their teachers listen to them.
- 93 percent of students attending Claysville Elementary School reported learning something new every day.
- 99 percent of students attending Claysville Elementary School reported that their teachers want them to succeed.
- 212 students attending Joe Walker Elementary School responded to the *2018 Climate and Culture Survey*.
- 91 percent of students attending Joe Walker Elementary School reported feeling safe at school.
- 87 percent of students attending Joe Walker Elementary School reported that their teachers listen to them.
- 84 percent of students attending Joe Walker Elementary School reported learning something new every day.
- 92 percent of students attending Joe Walker Elementary School reported that their teachers want them to succeed.
- 336 middle school students responded to the *2018 Climate and Culture Survey*.
- 75 percent of students attending McGuffey Middle School reported feeling safe at school.
- 82 percent of students attending McGuffey Middle School reported believing that teachers want them to succeed.

- 381 high school students responded to the *2018 Climate and Culture Survey*.
  - 77 percent of students attending McGuffey High School reported that teachers believe all children can learn and succeed.
  - 85 percent of students attending McGuffey High School reported taking responsibility for their own learning.
  - 85 percent of students attending McGuffey High School reported taking responsibility for their own behaviors.
  - 58 percent of students attending McGuffey High School participate in at least one sport.
  - 53 percent of students attending McGuffey High School participate in at least one extracurricular club.
- 
- 391 parents responded to the *2018 Climate and Culture Survey*. 51 percent of participants have children attending Claysville Elementary School; 24 percent have children attending Joe Walker Elementary School; 14 percent have children attending McGuffey Middle School, and 12 percent have children attending McGuffey High School.
  - 79 percent of parents reported that children who demonstrate appropriate behaviors are recognized.
  - 91 percent reported that their children feel safe at school.
  - 83 percent reported that their children are recognized for effort and persistence.
  - 87 percent believe that teachers hold high expectations for the learning of all children.
  - 86 percent reported feeling welcome at their child's school.
  - 76 percent reported that their child's school values parents' input.
  - 85 percent reported that teachers have built strong relationships with their children.
  - 91 percent reported feeling comfortable talking with their children's teachers.
  - 84 percent reported feeling comfortable talking with their children's principals.
  - 80 percent reported feeling well-informed about what their children are doing in school.

#### **Accomplishment #2:**

- According to the three-year average reported by PVAAS data (2017), fourth graders met (Claysville Elementary School) or exceeded (Joe Walker Elementary School) the standard for PA Academic Growth in English Language Arts.

- According to the three-year average reported by PVAAS data (2017), seventh and eighth graders exceeded the standard for PA Academic Growth in English Language Arts.
- According to the three-year average reported by PVAAS data (2017), eighth graders exceeded the standard for PA Academic Growth in mathematics. (Seventh graders met the standard for PA Academic Growth.)
- According to the three-year average reported by PVAAS data (2017), fourth graders exceeded the standard for PA Academic Growth in science.
- According to the three-year average reported by PVAAS data (2017), middle and high school students taking the Keystone Exam for Algebra I exceeded the standard for PA Academic Growth.

### Accomplishment #3:

At least 80 percent of McGuffey High School students taking the NOCTI exam for agricultural education programs scored at the Competent or Advanced level.

### Accomplishment #4:

- According to the three-year average PVAAS Diagnostic Summary Report (2017), fourth graders projected to score at the *proficient, basic, or below basic level* exceeded the standard for PA Academic Growth in English Language Arts. The same is true for fifth graders projected to score *basic* or *below basic*; sixth graders projected to score *below basic*, seventh graders projected to score *basic* or *proficient*, and eighth graders projected to score *basic* or *below basic*.
- According to the PVAAS (2017) Diagnostic Summary Report, high school students met the standard for PA Academic Growth in Literature in 2017 for students projected to score at the "Below Basic" or "Advanced" performance level on the Keystone Exam.
- According to the three-year average PVAAS Diagnostic Summary Report (2017), fourth graders projected to score at the *below basic* level exceeded the standard for PA Academic Growth. The same is true for seventh graders projected to score at the *below basic* level; and eighth graders projected to score at the *proficient, basic, or below basic* level.
- According to the PVAAS (2017) Diagnostic Summary Report, high school students projected to score "below basic" or "advanced" exceeded the standard for PA Academic Growth in Algebra I. Students projected to score "basic" or "proficient" met the standard for PA Academic Growth.
- According to the PVAAS (2017) three-year average Diagnostic Summary Report, fourth graders projected to perform at any performance level exceeded the standard for PA

Academic Growth. The same is true for eighth graders projected to perform at the *proficient* level.

#### Accomplishment #5:

Since 2016, McGuffey School District has added the following Advanced Placement courses: AP Statistics, AP Language, AP Computer Science Principles, AP Physics, and AP Studio Art. Although enrollment at the high school has decreased, the number of students taking AP exams has increased from 22 (2015), 30 (2016), 69 (2017), to 94 (2018). Comparably, the number of students earning qualifying scores (3+), increased from 18 (2015), 22 (2016), 31 (2017), to 31 (2018).

## District Concerns

#### Concern #1:

According to the *2018 Climate and Culture Survey*, 27 percent of students attending Claysville Elementary School, 38 percent of students attending Joe Walker Elementary School, and the majority of middle school students (65%) report not liking school. (High school students were not asked this question.)

#### Concern #2:

- According to our *2018 Climate and Culture Survey*, 1/3 of high school students find their daily lessons "challenging." The same number of students reported their lessons as "interesting."
- Approximately half of middle school students reported feeling academically challenged by teachers.

#### Concern #3:

According to the *2017 School Performance Profile*, we are not closing the achievement gap for all students or historically underperforming students in mathematics (Elementary, Middle, and High) or English language arts (Claysville, Middle, High) or Science (Elementary and Middle).

#### Concern #4:

Other than state assessment data, there is a lack of evidence accessible regarding student learning at the middle school and high school.

#### Concern #5:

State assessment reporting continues to change, making longitudinal comparisons statistically invalid.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #0*) Establish a district system that empowers all learners to grow and excel.

**Aligned Concerns:**

According to the *2018 Climate and Culture Survey*, 27 percent of students attending Claysville Elementary School, 38 percent of students attending Joe Walker Elementary School, and the majority of middle school students (65%) report not liking school. (High school students were not asked this question.)

- 
- According to our *2018 Climate and Culture Survey*, 1/3 of high school students find their daily lessons "challenging." The same number of students reported their lessons as "interesting."
  - Approximately half of middle school students reported feeling academically challenged by teachers.

**Systemic Challenge #2** (*Guiding Question #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:**

According to the *2017 School Performance Profile*, we are not closing the achievement gap for all students or historically underperforming students in mathematics (Elementary, Middle, and High) or English language arts (Claysville, Middle, High) or Science (Elementary and Middle).



# District Level Plan

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## Action Plans

**Goal #1:** 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.

### Indicators of Effectiveness:

Type: Annual

Data Source: Professional Learning Calendar

Specific Targets: Teachers and administrators will engage in professional learning on an annual basis that focuses on practices aligned with the universal design for learning framework.

Type: Annual

Data Source: Data Wise School Improvement Plan

Specific Targets: Each building will develop, implement, and monitor a school improvement planning process that follows the Data Wise Improvement Process.

### *Strategies:*

#### *Universal Design for Learning (UDL)*

##### **Description:**

Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-designed environments have features that minimize or remove barriers and allow access for all possible users. (Sources: [Universal Design for Learning \(UDL\)](#))

**SAS Alignment:** Curriculum Framework

### *Instructional (Distributed) Leadership Capacity Building*

**Description:**

Leadership is a shared responsibility for achieving collective/organizational goals regardless of positional or organizational authority; acknowledging that increasing levels of positional authority yield greater impact in an organization. Leadership is accomplishing together what individuals cannot accomplish alone. McREL, 2005 (Sources: [Leadership Coaching for School Improvement](#), [Annenberg Project on Distributed Leadership: Engaging in Ways to Build a More Shared/Distributed Leadership Setting](#))

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *Implementation Steps:*

#### *Professional Growth Needs Assessment*

**Description:**

Conduct a needs assessment aligned to the UDL Framework in order to identify the professional learning focus areas, provide learning opportunities aligned to the variability of learners, and measure perceived growth from year to year.

**Start Date:** 12/1/2018    **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Universal Design for Learning (UDL)

#### *Professional Learning on Universal Design for Learning*

**Description:**

Each year, McGuffey School District will provide professional learning on aligning and implementing practices aligned with the principles and guidelines of the Universal design for Learning (UDL) Framework. The offered professional learning will be based on a review of supervision data,

student surveys, student performance, and other sources of information identifying areas for growth.

**Start Date:** 12/1/2018    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Universal Design for Learning (UDL)

### *Support Implementation of the Data Wise Improvement Process*

**Description:**

Focused on empowering all educators, regardless of positional authority, to make decisions and lead improvement efforts in school and systems, the Data Wise Improvement Process (DWIP) requires teams to implement various protocols, thinking routines, and resources as teams engage in each of the eight steps of the DWIP. By establishing norms, applying the ACE Habits of Mind, and accomplishing the key tasks at each step of the process, teams advance their improvement efforts to meet student learning goals. This shift from positional authority to collective capacity and collaboration requires ongoing support, reflection, and learning. The superintendent will provide ongoing professional learning for administrators and/or building-level core teams on a monthly basis in order to support improvement efforts and build the capacity of building-level administrators to guide teams through the DWIP.

**Start Date:** 12/1/2018    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

**Goal #2:** Establish a district system that empowers all learners to grow and excel.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Climate and Culture Survey

Specific Targets: According to the annual Climate and Culture Survey, at least 10% more students will report liking school. This goal will remain until at least 90% of children report liking school.

Type: Annual

Data Source: Superintendent's Student Advisory Board

Specific Targets: In 2018-2019, a Superintendent's Student Advisory Board will be established, along with selection criteria, qualifications and responsibilities of members, tenure of service, and communication with various stakeholders regarding the SSAB's recommendations.

***Strategies:******Online Learning Opportunities*****Description:**

Online learning, for students and for teachers, is one of the fastest growing trends in educational uses of technology. Online learning overlaps with the broader category of distance learning, which encompasses earlier technologies such as correspondence courses, educational television and videoconferencing. (Sources: [Evaluation of Evidence-Based Practices in Online Learning](#))

**SAS Alignment:** Instruction, Materials & Resources

***Professional Development*****Description:**

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal

education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

**SAS Alignment:** None selected

### *Instructional (Distributed) Leadership Capacity Building*

**Description:**

Leadership is a shared responsibility for achieving collective/organizational goals regardless of positional or organizational authority; acknowledging that increasing levels of positional authority yield greater impact in an organization. Leadership is accomplishing together what individuals cannot accomplish alone. McREL, 2005 (Sources: [Leadership Coaching for School Improvement](#) , [Annenberg Project on Distributed Leadership: Engaging in Ways to Build a More Shared/Distributed Leadership Setting](#))

**SAS Alignment:** Safe and Supportive Schools

### *Implementation Steps:*

#### *Growth Mindset Professional Learning*

**Description:**

Provide professional learning focused on the research and benefits of a growth mindset (as opposed to a fixed mindset).

**Start Date:** 8/19/2019      **End Date:** 12/31/2019

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

**Supported Strategies:**

- Online Learning Opportunities
- Professional Development

### *Expand Online Learning Opportunities for Children*

**Description:**

McGuffey School District currently contracts with Lincoln Learning to provide online learning opportunities for children wanting French courses. In collaboration with students, teachers, and administrators, identify online learning opportunities that might challenge learners to meet rigorous educational goals.

**Start Date:** 7/1/2019      **End Date:** 6/30/2020

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Online Learning Opportunities

### *Develop a Superintendent Student Advisory Board*

**Description:**

Initiate a student advisory board that includes representatives from each building, so they can provide guidance to the superintendent on matters impacting them as learners in our school system. This includes, but is not limited to, developing a job description, selection criteria, meeting schedule, communication plan, etc.

**Start Date:** 12/1/2018      **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

# Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		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.				Strategy #1: Universal Design for Learning (UDL)		
Start	End	Title			Description			
12/1/2018	6/30/2022	Professional Learning on Universal Design for Learning			Each year, McGuffey School District will provide professional learning on aligning and implementing practices aligned with the principles and guidelines of the Universal design for Learning (UDL) Framework. The offered professional learning will be based on a review of supervision data, student surveys, student performance, and other sources of information identifying areas for growth.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Dr. Erica Kolat	3	5	25	McGuffey School District	School Entity	Yes
		Knowledge			Adult learners will reflect on current practices and areas of growth to determine a focus area on the the UDL Framework. Using this framework, learners will engage in various design activities to grow in identified areas.			
		Supportive Research			The UDL Framework is built on multiple years of researh and is referenced in numerous sections of ESSA. Specific information about the UDL Framework may be accessed at <a href="http://udlguidelines.cast.org/">http://udlguidelines.cast.org/</a> .			
		Designed to Accomplish						
		For classroom teachers, school counselors and education specialists:			Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.			
					Increases the educator’s teaching skills based on research on effective practice, with			

		<p>attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
		<p>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.</p>
For school and district administrators, and other educators seeking leadership roles:		Provides leaders with the ability to access and use appropriate data to inform decision-making.
		Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
		Instructs the leader in managing resources for effective results.
<b>Training Format</b>		<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	Dir	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex</p> <p>School counselors</p>
		<b>Grade Levels</b>
		<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>



	Paraprofessional New Staff Other educational specialists Related Service Personnel Parents	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Participant survey Review of participant lesson plans Student Survey
<b>Follow-up Activities</b>		<b>Evaluation Methods</b>

<b>LEA Goals Addressed:</b>	<b>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.</b>	<b>Strategy #1: Instructional (Distributed)          Leadership Capacity Building</b>
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Start	End	Title				Description		
12/1/2018	6/30/2022	Support Implementation of the Data Wise Improvement Process				Focused on empowering all educators, regardless of positional authority, to make decisions and lead improvement efforts in school and systems, the Data Wise Improvement Process (DWIP) requires teams to implement various protocols, thinking routines, and resources as teams engage in each of the eight steps of the DWIP. By establishing norms, applying the ACE Habits of Mind, and accomplishing the key tasks at each step of the process, teams advance their improvement efforts to meet student learning goals. This shift from positional authority to collective capacity and collaboration requires ongoing support, reflection, and learning. The superintendent will provide ongoing professional learning for administrators and/or building-level core teams on a monthly basis in order to support improvement efforts and build the capacity of building-level administrators to guide teams through the DWIP.		
		<b>Person Responsible</b> Dr. Erica Kolat	<b>SH</b> 1	<b>S</b> 48	<b>EP</b> 10	<b>Provider</b> Erica Kolat and/or DWIP Coaches	<b>Type</b> School Entity	<b>App.</b> Yes

**Knowledge**

Learners will build capacity in leading and facilitating improvement efforts.

**Supportive Research**

The Data Wise Improvement Process, based at the Harvard Graduate School of Education, supports educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all learners.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Student PSSA data
	Analysis of student work, with administrator and/or peers Journaling and reflecting Improvement Plan and Implementation of DWIP		Classroom student assessment data Participant survey

<b>LEA Goals Addressed:</b>	<b>Establish a district system that empowers all learners to grow and excel.</b>	<b>Strategy #1: Online Learning Opportunities</b> <b>Strategy #2: Professional Development</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>			
8/19/2019	12/31/2019	Growth Mindset Professional Learning			Provide professional learning focused on the research and benefits of a growth mindset (as opposed to a fixed mindset).			
	<b>Person Responsible</b> Dr. Erica Kolat	<b>SH</b> 1	<b>S</b> 5	<b>EP</b> 200	<b>Provider</b> Dr. Erica Kolat		<b>Type</b> School Entity	<b>App.</b> Yes

<b>Knowledge</b>	Dr. Kolat will share the research behind a growth mindset, its connection to grit, and how developing a growth mindset impacts not only learning but also relationships with children.
<b>Supportive Research</b>	Dr. Carol Dweck, <i>Mindset</i>

Dr. Angela Duckworth, *Grit*

Dr. Todd Rose, *The End of Average*

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

### Training Format

LEA Whole Group Presentation  
Series of Workshops  
Online-Asynchronous

### Participant Roles

Dir

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex  
  
School counselors  
Paraprofessional  
New Staff

### Grade Levels

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

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Other educational  
specialists

**Follow-up Activities**

Journaling and reflecting

**Evaluation Methods**

Participant survey

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

**Affirmed by Carl Group on 4/19/2018**

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*Board President*

**Affirmed by Erica Kolat on 4/19/2018**

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*Superintendent/Chief Executive Officer*