Shamokin Area SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

2000 W State St
Coal Township, PA 17866
(570)648-5752
Superintendent: James Zack
Director of Special Education: Sherry Glosek

Planning Process

The Shamokin Area Schooldistrict is using a collaborative model to develop the District Level Plan. this involves all stakeholders(teacher, parents, community members, and business representatives on the district levelplanning committee and building level learning communities (teachers, support staff and administrators). . The ffirst step of our process is to work independently, then in collaboration to assess the district data, review Core Foundations and assurances, an didentify concerns and accomplishments in our district system to create a document to guide the district for the next six years.

The Shamokin Area School District is composed of three buildings: the middle-senior high school, the elementary school building that houses the elementary school comprised of grades 2,3 and 4 and the Intermediate school comprised of grade levels five, and six and the elementary annex biulding which houses kindergarten and first grade. The district also maintains an extensive outdoor athletic complex. The leader of the district, the Superintendent, has a vision of setting realistic goals that are attainable and progressive in student learning and growth. The goals developed by our Superintendent are based upon research based effective strategies. The elementary programs are under the leadership of a Principal and an Assistant Principal. The middle-high school programs are under the leadership of a Principal, and two Assistant Principals. The Shamokin Area School District also employs a Special Education Coordinator, a Technology Leader and a Curriculum Coordinator.

Using researched based strategies of Marzano, Wiggins, and McTighe, our school district community comprised of teachers, staff, administration, and all stakeholders are committed to build consensus collaboratively the the process of the structure of School Improvement and Reform. All stakeholders have a voice and the ownership will be valued.

Mission Statement

All students graduating from the Shamokin Area School District will possess the learning skills needed to communicate effectively and be productive and responsible citizens. All students and staff will respect individuals and society and will possess the ability to adapt to diversity and change.

Vision Statement

As the mission of the Shamokin Area School District is employed and embraced among all stakeholders of the district and surrounding community and comes to fruition, all students will be prepared to continue their pathways of careers and schooling.

The vision of Shamokin Area School District upholds the foundational piece of structure, the scaffolding of the curricula as the students progress, building upon prior knowledge.

This will be accomplished with curriculum that is integrated with the PA Common Core Academic Standards and Anchors along with the implementation of increased technological skills for all students. All teachers and instructors will be deemed highly qualified as defined by the Pennsylvania Department of Education and all professional educators will be held to Act 48 certification requirements. The educational environment will be safe and will foster relationships in small learning communities. The learning environment will share commonality goals with differentiated instructional practices being applied to teaching and learning along with the continual infusion of effective teaching strategies that are researched based. Parental involvement will be an integral component of our schools and community. Our support programs and resources will meet the needs of all students. Our school district will partner and collaborate with colleges, universities, business, and industry along with the armed forces contingent in supporting the needs of our diverse student populations for their preparation into the working environment. Our school district will be positive and progressive to meet the needs of diverse student groups that cross balance cultural, racial, creed and gender issues and concerns.

Shared Values

We Believe:

Quality education should be available to all students

The needs of all students must drive our eduactional system

An effective education fosters an appreciation of lifelong learning

All students can learn and become productive members of society

Student should be prepared in problem solving the changing needs of a local/global community

Students should be independent in thinking and application

Students should be prepared in collaborative partnerships and embrace diversity in a flexible and progressive education

Educational Community

The Shamokin Area School District community consists of the city of Shamokin and the townships of Coal, East Cameron, and Shamokin. It is located at the southern end of the anthracite coal region in Northumberland County in central Pennsylvania with a population of approximately 21,000. It is classified as an urban district in the state's testing profiles. Of the students who graduate each year, 4.3% enter the military and 72% go on to higher educational institutions. On the state assessment tests, the district is consistently at or near the lower end of similar school bands. The district does have active sports programs and excellent music programs that gain community support. A quantity of students use both of these areas as avenues to post high school educational opportunities. Over the past two years, the community has given the district a very viable asset through the establishment of a career center; which includes a branch campus of Luzerne County Community College, as well as an arts and cultural center.

The Shamokin Area School District Main Campus is composed of three buildings: the middle-senior high school, the elementary-intermediate school, the elementary annex. The district also maintains an extensive outdoor athletic complex. The elementary programs are under the leadership of a Principal and an Assistant Principal. The middle-high school programs are under the leadership of a Principal, and two Assistant Principals.

The Shamokin Area School District also employs a Special Education Coordinator, a Technology Coordinator and a Curriculum Coordinator.

To graduate from Shamokin Area School District, each student entering the ninth grade will demonstrate his/her achievement of the knowledge and skills described in the curricula and defined in the outcomes/PA standards. Only credits acquired in grade 9 through 12 are counted for graduation requirements.

Planning Committee

Name	Role
Todd Hockenbroch	Administrator : Professional Education
Mary Tersea Komara	Administrator : Professional Education Special Education Schoolwide Plan
Chris Venna	Administrator : Professional Education Schoolwide Plan
James Zack	Administrator : Professional Education
Robert Getchey	Board Member : Professional Education

Jeff Kashner	Board Member : Professional Education
Scott B. Anderson	Business Representative : Professional Education
David Petrovich	Business Representative : Professional Education
Jessica Portzline	Community Representative : Professional Education
Tonya Searls	Community Representative : Professional Education
Laura Fetterman	Ed Specialist - School Counselor : Professional Education
Matthew Weller	Ed Specialist - School Counselor : Professional Education
Lisa Firing	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Wendi Schleig	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Rachel Bidelspach	High School Teacher - Regular Education : Professional Education
Maria Kelchner	High School Teacher - Regular Education : Professional Education
Tonia Madrak	High School Teacher - Regular Education : Professional Education
Traci Beck	High School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Karen Miscavige	High School Teacher - Special Education : Special Education
Rachel Bidelspach	Middle School Teacher - Regular Education : Professional Education
Steve Major	Middle School Teacher - Regular Education : Professional Education
Lisa McCarthy	Middle School Teacher - Regular Education : Professional Education
Elizabeth Orner	Parent : Professional Education Schoolwide Plan
Sandra Rossnock	Parent : Professional Education
Sherry Glosek	Special Education Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The Shamokin Elementary School (Pre-K-4) does not offer Family consumer Science to Elementary Students. Our belief is that we expect all students to be proficient in the PA Core Standards, therefore we do not use alternate academic content for Math or reading. Also, we are not involved with the American School Counselor Association for students.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished

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

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

The Shamokin Intermediate School (5&6) does not offer Family consumer Science to Elementary Students. Our belief is that we expect all students to be proficient in the PA Core Standards, therefore we do not use alternate academic content for Math or reading. Also, we are not involved with the American School Counselor Association for students.

Middle Level

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

Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Developing	Developing

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

The Shamokin Middle School (7&8) does not offer Family consumer Science and economics. Our belief is that we expect all students to be proficient in the PA Core Standards, therefore we do not use alternate academic content for Math or reading. Also, we are not involved with the American School Counselon Association for students.

High School Level

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

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

The Shamokin Area High School School educational beliefs are that we expect all students to be proficient in the PA Core Standards, therefore we do not use alternate academic

content for Math or reading. Also, we are not involved with the American School Counselor Association for students.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

> *None.*

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

The identified standards are continually a work in progress throughout the district within the identified grade spans. Teachers are rewriting curricula to ensure they are meeting the needs of all students to be active and engaged learners in those standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The Shamokin Area School District embraces the concept of empowering all Professional Employees to have a voice and be part of a Professional Learning Community. Data teams are part of the foundational groundwork of decisions that are delineated to data that affects

all learning wherein it is reflective of student achievements, teaching strategies, or effective lesson plans.

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.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Shamokin Area School District embraces the concept of empowering all Professional Employees to have a voice and be part of a Professional Learning Community. Data teams are part of the foundational groundwork of decisions that are delineated to data that affects all learning wherein it is reflective of student achievements, teaching strategies, or effective lesson plans.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The Shamokin Area School District embraces the concept of empowering all Professional Employees to have a voice and be part of a Professional Learning Community. Data teams are part of the foundational groundwork of decisions that are delineated to data that affects all learning wherein it is reflective of student achievements, teaching strategies, or effective lesson plans.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

The Shamokin Area School District embraces the concept of empowering all Professional Employees to have a voice and be part of a Professional Learning Community. Subject content teams are part of the foundational groundwork of decisions that are delineated to data that affects all learning wherein it is reflective of student achievements, teaching strategies, or effective lesson plans.

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.

All professional educators have received training to allow for differentiated instructional lesson plans for all students to have the availability to attain proficiency levels in all core content areas. All teachers have access to review IEP's and 504 plans as needed. Co-teachers have specific times to collaborate/plan to meet individual student needs. Special

education teachers modify lessons and modifications/accomodations are documented in lesson plan.

Instruction

Instructional Strategies

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

Unchecked Answers
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

> *Checked Answers*
> - Administrators
> - Building Supervisors
>
> *Unchecked Answers*
> - Department Supervisors
> - Instructional Coaches
> - Not Reviewed

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

Our school district board approved a Differentiated Supervision Evaluation Plan revision to allow for multiple avenues of evaluation to take place throughout the school buildings among staff. Through the process of school reform, walk throgh evaluations were established and quickly became the norm for administrators to gain the awareness of content area being taught in K-12.

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

In order to do evaluations correctly, an individual needs to be appropriately trained. We will need to provide professional development to the categories of unchecked personnel so that they may participate and be responsible and accountable for assisting in lesson plan reviews.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

Data delineations from a variety of sources compile the student profiles to determine who is at risk and needs or requires additional or in-depth instruction to attain proficiency levels. Depending on the area of content that a student needs to attain mastery will determine the assignment of staff in a specific content area for the students who are deemed at-risk. Highly qualified teachers are selected from the pool of potential teachers based upon past proven success in working with students along with using data derived from classroom observations, walk-through observations, and a teacher's professional evaluation.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.50	5.50	5.50
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X		X	X	X
Career Education and Work		X			X	X
Civics and Government		X				X
PA Core Standards: English Language Arts		X	X	X		X
PA Core Standards: Literacy in History/Social Studies, Science and		X	X			X

Technical Subjects					
PA Core Standards: Mathematics		X	X	X		X
Economics		X				X
Environment and Ecology		X		X		X
Family and Consumer Sciences		X			X	X
Geography		X				X
Health, Safety and Physical Education		X	X	X		X
History		X				X
Science and Technology and Engineering Education		X	X	X		X
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
End of Course Exams	X	X	X	X
PSSA	X	X	X	
Keystones			X	X
PASA	X	X	X	X
AP Courses				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island	X	X	X	
Questioning Strategies	X	X	X	X
Think - pair- Share	X	X	X	X
White Board	X	X	X	X
Exit Tickets	X	X	X	X
Progress monitoring	X	X	X	X
Aims web	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Chapter tests and quizes	X	X	X	X
APL Strategies	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDTs	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Our district enables a variety of validation methods for our assessments; peer teachers are the first level of ensuring the assessment meets the required criteria for effectiveness followed by grade level team of teacher that analyze the questions to the Common Core to ensure the test is authentic. Dependent upon the content area, bulding administrators and district wide administrators will also be part of the team to analyze the assessments.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

The review of curriculum in all content areas is methodically performed on a cyclical basis to ensure all content area is valid and authentic to meet the specific benchmarks that are part of the framework of the necessary spiraling course content that is aligned to the PA Standards, Anchors, Common Core and PA Common Core.

Collection and Dissemination

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

The elementary and intermediate has data teams which meet on a regular basis to review building data. The data team is specifically trained by the IU in PSSA data, Dibels Data, Pvass Data. AIMS web data. Shamokin Area School District provides time for teachers to perform data delineations every three weeks on all students to determine levels of proficiency. Our Student Information System wherein our electronic grade book is located to provide meaningful data decisions that are delineated to all students across the district.

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.

Identified students who are not attaining proficiency levels in core content areas are provided intervention instruction through small group lessons to ensure they are learning the appropriate content. Individial conferences by teacher to establish accountability of assessments. Assessment Data aggregated during data team meetings and content area meeting asist teacher to differentiate instruction for studnts to demonstrate achievement.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

All teachers or professional educators are required to delineate student data at a minimum of every three weeks to determine levels of student proficiency. Conversations of student mastery take place at grade level meetings and subject area core content teachers also meet for this purpose. Best pracitices that are proven and substantiated by data are employed throughout the district for student growth and gain.

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

We are in the research plan in developing teacher leaders or instructional coaches that will faciliate and guide the professional educators throughout the district in modeling effective teaching strategies that will be aligned to specific anchors and the Common Core alignment.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS

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

Provide brief explanation of the process for incorporating selected strategies.

Our school district understands the importance of sharing information regarding assessments to all members of the educational community and public arena. The messages delivered in a variety of medium are geared toward sharing results of data and the analysis of standardized assessments.Parent information flyers and district phone system is often used to update parents on testing information. The student handboosk have all necessary information for parents to fbe abreast on pertinent information.

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

Our school district administrators will collaborate and determine the best method to include the distribution of this information with the school calendar.

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.

Administrators and all professional educators collaborate through a series of meetings to discuss optimum methods for improving student achievement. Experts and specialists through our IU , County, PDE, and PATTAN are employed for their assistance and expertise. This is continually done throughout the school year or multiple years, dependent upon the needs and situation.

Programs, Strategies and Actions

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

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

Administration is discussing the implementation of a school wide positive behavioral program for the middle and high school levels.

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.)

Students are identified for the gifted designation through multiple measures of data; the regular education teacher provides data input along with the school psychologist in regards to the analysis of assessments designed to delineate skill levels of students as well as a student's IQ. The additional voices of parents as well as content teachers of the student are taken into consideration. A gifted written report is generated based on testing withthe school psychologist . If the student qualifies based on GWR, a Gifted Individualized Eduacation Plan is developed. If the student did not qualify the team reviews the findings with the parent and a Notice of Recommended Assignment is issued indicating the student does not qualify at this time. parent can request testing at any time. In order to maintain validity of testing protocols, Shamokin Area School District practice is to hav ea least on eyear between evaluations.

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

Students are recommended by a variety of personnel; parents, teachers, and administrators to the Special Education Supervisor who then begins the process of testing to determine the validity of being identified as gifted.

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

A consortium of testing is done by the School Psychologist as well as data submitted by the classroom teachers to be evaluated as part of the gifted process.

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.

Students who are identified as gifted are provided curricula that is beyond the scope and sequence of the classroom instruction; this is done through a variety of methodologies such as enrollment in a local community college, a nearby state university and/or the development of student schedules to allow for multiple AP courses to take in their high school career.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X
Children's clinic	X	X	X	X
Child Study team	X	X		
Stop team/ESap	X	X	X	X

Explanation of developmental services:

At each building we have armed security officers and metal detectors to assure students feel safe and supported each day: tracking od student and bus disciplines, cameras on playground areas, halls, outdoor areas, outside doors, TV monitoring system for all buildings All main doors are equipped with a buzzer system for entrance, Bullying

Prevention programs/curriculum (class meetings) in buildings. Schoolwide Positive Behavior Programs at the elementary , Student Codes of conduct displayed in hallways and handbooks, and ID security badges required for all staff and visitors.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

System Support	X	X	X	X
Truancy Coordination	X	X	X	X
Northumberland Chamber of Commerece	X	X	X	X
CSIU	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Teachers and building administrators of targeted students who require differentiated plans to meet thier specific needs are afforded the opportunity to meet on an as needed basis to resolve all concerns. The district implements IST, Child Find process, Childrens clinics, IEP Team meetings, and grade level data to provide collaboration regarding student needs.

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

Shamokin Area School District works with local and county agencies to ensure to aid and assist in identifying needs for all pre-school children. A transition plan is in place and approved by OCDEL. The school district ensures that transition activities occur between all grade levels and school buildings.
Guidance and specialty professionals work with all students to ensure tutoring and career choices are part of each student's plan throughout their educational career.

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.

Shamokin Area School District collaborates and works in concert with all local and county agencies to ensure all early childhood pre-school identified children and all school students have access to free and appropriate education.
SASD operates a PA PreK Counts classroom that operates an AM and a PM class.
Transition plans are approved by OCDEL for early childhood children and the school district has transition plans developed and implemented for all grade levels across the school districts as well as transition plans are in place for between buildings.

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.

Continual data delineation compiled in small professional learning communities ensures that our school district continues to align the curriculum to the standards and assessments along with the provision of providing professional development time and expertise to any given areas of need for the teachers and their implementation of highly effective teaching strategies within their classrooms. A system of Department Heads , one at each grade level at the elementary, and one for each content area who work directly with teachers to assure there is enough supplies of materials and resources. These resources are housed in each building under the direct control of the elementary principals and department heads so teachers can use them as needed.. The district budget is a line item budget, therefore resources needed in each building are identified by the team of teachers, department heads and administrators to assure that each purchase is aligned with the districts goals, curriculum, and building initiatives.   The creation of the budget reflects new initiatives and changing needs of our student population.

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.

Continual data delineation complied in small professional learning communities ensures that our school district continues to align the curriculum to the standards and assessments along with the provision of providing professional development time and expertise to any given areas of need for the teachers and their implementation of highly effective teaching strategies within their classrooms.Continual data delineation compiled in small professional learning communities ensures that our school district continues to align the curriculum to the standards and assessments along with the provision of providing professional development time and expertise to any given areas of need for the teachers and their implementation of highly effective teaching strategies within their classrooms. A system of Department Heads , one at each grade level at the elementary, and one for each content area who work directly with teachers to assure there is enough supplies of materials and resources. These resources are housed in each building under the direct control of the elementary principals and department heads so teachers can use them as needed.. The district budget is a line item budget, therefore resources needed in each building are identified by the team of teachers, department heads and administrators to assure that each purchase is aligned with the districts goals, curriculum, and building initiatives.   The creation of the budget reflects new initiatives and changing needs of our student population.

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	Developing

resources available	
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.

Continual data delineation compiled in small professional learning communities ensures that our school district continues to align the curriculum to the standards and assessments along with the provision of providing professional development time and expertise to any given areas of need for the teachers and their implementation of highly effective teaching strategies within their classrooms.Continual data delineation compiled in small professional learning communities ensures that our school district continues to align the curriculum to the standards and assessments along with the provision of providing professional development time and expertise to any given areas of need for the teachers and their implementation of highly effective teaching strategies within their classrooms. A system of Department Heads , one at each grade level at the elementary, and one for each content area who work directly with teachers to assure there is enough supplies of materials and resources. These resources are housed in each building under the direct control of the elementary principals and department heads so teachers can use them as needed.. The district budget is a line item budget, therefore resources needed in each building are identified by the team of teachers, department heads and administrators to assure that each purchase is aligned with the districts goals, curriculum, and building initiatives.   The creation of the budget reflects new initiatives and changing needs of our student population.

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.

Continual data delineation compiled in small professional learning communities ensures that our school district continues to align the curriculum to the standards and assessments along with the provision of providing professional development time and expertise to any given areas of need for the teachers and their implementation of highly effective teaching strategies within their classrooms.Continual data delineation compiled in small professional

learning communities ensures that our school district continues to align the curriculum to the standards and assessments along with the provision of providing professional development time and expertise to any given areas of need for the teachers and their implementation of highly effective teaching strategies within their classrooms. A system of Department Heads , one at each grade level at the elementary, and one for each content area who work directly with teachers to assure there is enough supplies of materials and resources. These resources are housed in each building under the direct control of the elementary principals and department heads so teachers can use them as needed.. The district budget is a line item budget, therefore resources needed in each building are identified by the team of teachers, department heads and administrators to assure that each purchase is aligned with the districts goals, curriculum, and building initiatives.   The creation of the budget reflects new initiatives and changing needs of our student population.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Shamokin Elementary does not offer A Family Consumer Science curriculum and does not participate in the American School counselor program.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	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	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Shamokin Intermediate does not offer A Family Consumer Science curriculum and does not participate in the American School counselor program. The districts goal is for all students to be proficient.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in

	50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of

	district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

Shamokin Middle school does not offer A Family Consumer Science curriculum and does not participate in the American School counselor program. World Language is not offered until High School. The district goals is for all students to achieve proficient level in all areas.

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	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Shamokin High School does not participate in the American School counselor program. The district goals is for students to achieve proficient level in all areas.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

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

The leadership culture prevalent throughout the culture of the school district is one of empowerment, embracing individuals who desire advancing and learning in the various roles along with providing data training on all content areas in academia. We use multiple data to assure that the district professional education plan meets the needs of every student, teacher and administrator. The training may relate to student achievement, district goals, mandated items, analyzing assessment and data, school safety , culture, and technology etc. The professional development may be in the form of formal training, webinars, release time, school visits etc. All grade levels and departments analyze data of standardized test, Units Common Core Assessments, formative assessments, etc. by collaboration by their level, department or individually. In collaboration with all building administrators and teachers, the determination of the need for professional development will be identified as a need. At the building level, data teams and departments meet to review building data and grade level data to determine progress . Also, data of attendance , behavior and culture are reviewed by the teams.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/30/2015 first of several dates of training scheduled
6/30/2016 second of several dates of training scheduled
7/5/2016 third training for staff
The LEA plans to conduct the required training on approximately:
9/29/2016 first of several dates of training scheduled
1/16/2017 second of several dates of training scheduled
6/15/2017 third training for staff

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

Questions
The LEA has conducted the training on:
8/30/2015 first of several trainings scheduled
6/30/2016 second of several trainings scheduled
3/29/2017 third of several training scheduled(Sptsuniversity.org)
The LEA plans to conduct the training on approximately:
8/28/2017 staff who were missed during the first training will be scheduled

5/29/2017 staff who were in on other training

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:
1/20/2014 the first of several trainings
1/18/2016 the second of several trainings
The LEA plans to conduct the training on approximately:
1/16/2017 training for teachers and staff who did not attend trainings (Sptsuniversity.org)
1/15/2018 training for teachers and staff who are new to the district
1/18/2016 training for teachers and staff who are new to the district

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 has developed professional development to be sequential and on-going for specific needs as well as meeting the needs of all teachers across the district for sharing information regarding initiatives that are targeted and mandated through the Department of Education. the curriculum coordinator sends a survey to all teachers in the district asking questions concerning the training that are needed, if goals were met by the district. Walk throughs are performed by all administrators during the first part of year and the second half of the year to assure professional goals are being met. Individual goals are set by high school teachers in the beginning of the year to strengthen instructional delivery. The elementary sets goals by grade level quarterly using data to strengthen their instructional delivery.

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

This narrative is empty.

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.

Our school district has a three year induction plan that provides supports and resources to all personnel that are hired new to the district or new to teaching in education.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

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

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Unchecked answers

- Review of written reports summarizing instructional activity.

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

Regularly scheduled meetings take place throughout the school year on a frequent basis built into the weekly calendar to ensure both mentors and inductees have the availability to meet and discuss plans and concerns. The administrative team is part of these meetings and conversations.

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

> *None.*

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

The pool of mentors for being part of the induction process is updated yearly and the criteria is a component within the Induction Plan.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X				
Assessments	X	X				
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	X

Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X			
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	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.

All inductees and mentors evaluate the Induction Plan process and provide documentation regarding it as part of the Induction Plan accountability for the program. The Induction Plan is reviewed by an administrative team and teacher committee to ensure the plan is current and valid.

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: **422**

Identification Method

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

The Shamokin Area School District uses public outreach and awareness to locate and identify children thought to be eligible for special education within the school district's jurisdiction. Annual Public Notice of Identification activities are published in the local newspapers, in the student handbook and on the school district website.
A system of screening is used to identify students who may need interventions or special education. Screening or early intervening activities do not dismiss the parent's right to request an evaluation at any time.
The evaluation process gathers information that will be used to determine if a child needs special education. The evaluation may be conducted by a school psychologist or another qualified professional (i.e., Speech Therapist, Hearing Therapist, Licensed Socialworker) when appropriate. The evaluation team develops an Evaluation Report (ER) that explains if a child is eligible for special education services. The entire evaluation process must be completed within 60 calendar days (not including summer vacation).
The Shamokin Area School District uses the discrepancy model for identifying students with specific learning disabilities.

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

In reviewing the Enrollment Difference Status of the Shamokin Area School District, no disproportionalitites have been found.

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?

The district has no obligations under Section 1306 of the Public School Code as the host District.

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 Shamokin Area School District does not have a facility for incarcerated youth within the school district boundaries.

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.

The Shamokin Area School District follows a procedure for determining Educational Placement based on the Least Restrictive Environment for each student.
IEP Meetings and Educational Placement
- The IEP team will begin educational placement discussions with a consideration of the regular education classroom with supplementary aids and services. The benefit from educational services is measured by progress toward the IEP goals and objectives, not by mastery of the general education curriculum. Special education placement in a more restrictive environment cannot be justified solely on the basis that the child might make greater academic progress outside the regular education environment.
The IEP team will adhere to the following when making educational placement decisions:
1. A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP.
2. Students will not be removed from regular education classrooms solely because of the severity of their disabilities.
3. When students with disabilities need specially designed instructions or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the school district is obligated to ensure that those services are provided.
4. The team must determined whether the goals in the student's IEP can be implemented in

regular eduction classrooms with supplementary aids and services before considering removal from the regular education classroom.

The IEP team will discuss the following items when determining educational placement:

1. What efforts have been made to accommodate the child in the regular education classroom?

2. What additional supplementary aids and services in the regular classroom are possible?

3. What are the educational benefits available to the child in the regular education classroom?

4. Are there possible significant and negative effects of the child's inclusion on the other students in the class?

Specialized Settings -For some students, the IEP team may conclude that a more specialized setting is necessary for the delivery of FAPE. An IEP team may choose a more specialized setting if:

1. The students will receive greater benefit from education in a specialized setting than in a regular class.

2. The student is so disruptive as to significantly impair the education of other students in the class.

3. The cost of implementing a student's IEP in the regular classroom will significantly affect other children in the school district.

Extra-Curricular Involvement

- The school district will include the student in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extra-curricular activities, assembly programs, recess, lunch and homeroom.

Enhancing and Expanding the continuum of supports/services and educational placement options within the school district -

The Shamokin Area School District has made many efforts to replicate successful programs using evidence based models and training from PDE, PaTTAN, and Central Susquehanna Intermediate Unit #16. The school district continues to yield top priorities for increasing our inclusive supports and positive behavioral supports. The school district has received on site training on Functional Behavior Assessments (FBA), Safe Crisis Management/De-escalation techniques, Positive Behavior Support Plans (PBSP), and the Autism Initiative from PaTTAN and the CSIU. The CSIU and PaTTAN continues to support our school district with individual consultations for teachers who are completing FBAs and developing PBSPs. This partnership between the school district, the CSIU and PaTTAN has increased the supports for students with behavioral challenges in the general education classrooms.

Current LRE Data (2013/2014) Indicator 5 - Educational Environments

SE Inside Regular Class 80%or More: Shamokin Area SD-60.6%%, State-62.4%, SSP Target-62.1%. Shamokin Area did not meet SPP Target.

SE Inside Regular Class Less than 40%: Shamokin Area SD-8.8%, State-8.9%, SPP Target-8.9%. Shamokin Area did meet SPP Target.

Supplementary Aids and Services

Collaborative (Adults working together to support students):
Scheduled time for co-planning and team meetings.
Instructional arrangements that support collaboration (i.e. coteaching, paraprofessional support)
Scheduled opportunities for parental collaboration
School Wide Title I

Instructional (Development and delivery of instruction)
Providing modified curricular goals
Providing alternate ways for students to demonstrate learning
Providing test modification
Providing alternate materials and/or assistive technology
Providing instruction on functional skills in the context of the typical routines in the general classroom.
Changing method of presentation
Providing research-based supplementary materials.
Providing instructional adaptations
Intervention instruction provided daily school wide.
Implementation of Common Core

Physical (Adaptations and modification to the physical environment)
Furniture arrangement in environments
Specific seating arrangements
Individualized desk, chair, etc.
Adaptive equipment
Adjustments to sensory input (i.e. light, sound)
Environmental aids (i.e. heating, ventilation, humidifiers)
Structural Aids (i.e. wheelchair accessibility, elevator, grab bars)
Evacuation chairs
Sensory Materials and Apparatuses

Social-Behavioral (Supports to increase appropriate behavior)
Social Skills instruction
Counseling supports
Peer supports (i.e. facilitating friendships)
Individualized behavior support plans
Modifications of rules and expectations
Cooperative Learning Strategies
Northumberland County School Based Behavioral Health Casemanager in district a minimum of 3 days a week.

Behavior Support Services

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

The Shamokin Area School district implements a School Wide Behavioral Support Program at the elementary level. All students in grades K-6 participate in the SWPBS program. However, behavior supports and techniques which are used for students with disabilities are varied and designed to meet each individual students needs so that they may maintain skills that will enhance the student's opportunity for learning. Potential causes of behavior problems such as physical/medical conditions, environmental factors, and staffing/program concerns should be reviewed before developing a specific behavior support program for any student. The Individual Education Plan (IEP) of each eligible student with disabilities who exhibits behavior problems which interfere with his/her ability to learn must include provisions for a behavior management program in accordance with Chapter 14 of the current special education regulations and standards. Behavior supports shall be positive in nature. The technique/intervention chosen for a particular student should be the least intrusive as necessary. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program. Restraints may be used only when the student is acting in a manner that is a clear and present danger to him/herself, to other students, or to employees and only when less restrictive techniques have been less effective. If restraints are needed to control aggressive behavior of an individual student, the IEP team must review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Staff at Shamokin Area School District are encouraged to participate in Safe Crisis Management training in which they are taught de-escalation techniques before attempting any hands-on intervention.

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.

The Shamokin Area School District has not experienced difficulty with ensuring FAPE for a particular disability category. The school district provides special education for all disability categories and the IEP teams are careful to not place a student based on disability

category alone. The IEP teams begin with examining placement in the general education curriculum with supplemental aids and services. If this option will not meet the student's needs, a continuum of placements is available to students with disabilities. The majority of students with disabilities in the Shamokin Area School District are attending their neighborhood schools and have a continuum of options available. All students attending the school district participate in general education classes to varying extents. If the school district does not have a support or related service that is required by the IEP, the school district will contract with an outside agency (i.e. CSIU, Kidsworks) to bring the service into the neighborhood school. The Shamokin Area School District currently contracts with the CSIU for Speech and Language Support. We also contract with Kidsworks for Occupational Therapy, Physical Therapy and Speech and Language Services. Students receive these services within their neighborhood school.

If the IEP team decides that the neighborhood school does not meet the student's needs, the team will explore continuum options offered through the local intermediate unit, neighboring school districts, or private providers. Shamokin Area currently has students with disabilities placed in Autistic Support, Emotional Support, and Vocational programs provided by the CSIU and private providers.

If a circumstance arises where a student with a disability is placed by an outside agency (Doctor, Behavioral Health, Courts), the school district supports the placement and treatment while remaining responsible to ensure that FAPE is provided.

If a student is difficult to place due to his/her significant needs, the IEP team explores alternative educational placements that offer the appropriate program. the IEP team participates in interagency collaboration to provide additional support for the student and their family. Currently, the Shamokin Area School District participates in Interagency Collaboration with:

Northumberland County Behavioral Health and intellectual Disabilities, Northumberland County Children and Youth, Northumberland County Juvenile Probation, Office of Vocational Rehabilitation, Parent to Parent, Safety Net Services, Behavioral Specialists, Inc., The Central Susquehanna Intermediate Unit, Concern, Northwestern Human Services, and Medical professionals.

When an IEP team identifies a student with a disability as hard to place the Regional Interagency Coordinator from PaTTAN is contacted and notified. The IEP team working within the Interagency Collaboration may produce more options for the student and his/her family.

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.

SPP Strengths (State Performance Targets for 2013-14 School Year)

District did meet the SPP/APR Target in SE Inside Regular Class Less than 40% of the day.
District Graduation Rate met SPP Target
District met SSP participate rate for Statewide Assessments
No Disproportionate Representation by Race/Ethnicity or Disability Category.

Special & Regular Education Collaboration Strengths

-School Guidance Counselors actively involved.
-School Psychologist part of Child Study Meetings and development of School Wide Positive
Behavioral Support Program.
-School Psychologist developed intervention techniques manual for teachers to use as a
resource.
-Collaboration of coaches and advisors with special education staff increases extracurricular
participation.
-Co-teaching models between regular education and special education in grades K-12.
-Supervisor of Special Education and Principal Collaboration.
-Team Concept Approach addresses all students needs.
-Elementary Data Team
-District participation in the "Include Me" program through the Arc Association.

Strengths in Related Services

-Two School Socialworkers in the district full time.
-Occupational and Physical Therapists in District weekly.
-Special Transportation services are provided to students of need.
-Psychological Counseling services completed in timely and compliant manner.
-Other professional related services provided by the CSIU in a professional and timely
manner.
-District Collaboration with Northumberland County Human Services to meet unique needs
of students.
-Northumberland County Behavioral Health School Based Casemanager in district a
minimum of 3 days per week.

Strengths in Secondary Transistion

-Students opting to stay beyond graduation for additional programming.
-Participation in Transition Trainings
-Partnership with Work Foundations and NCCTC for career education and training.
-Two district staff were trained in the Discovery Process through the Arc Association.
-District has improved involvement with OVR to ensure collaboration in transition of
students.
-Yearly transition clinics and good relationships with adult agencies and service providers.
-Community Based Instruction and Transition Field trips.
-Work Experience Program for Students provides the support of a job coach.
-Collaborative, on-site meetings with the Office of Vocational Rehabilitation (OVR).

Strengths in Early Childhood/Elementary Education

-Strong partnership with Early Intervention programs to smoothly transition preschoolers to school age programs.
-Pre-K Counts programs for students who are considered at risk.
-Low student to special education teacher ratio in elementary grades.
-Special and regular education teachers collaborating and developing curricular consistency for students with disabilities.
-use of Intervention texts and materials that coincide with grade level texts.
-Additional interventions employed, such as Read Naturally, Study Island, and use of iPads and Smartboards in the instructional environment.

Strengths in Curriculum & Instruction

-small class sizes and low student to teacher caseload ratios.
-High number of students participate in general education curriculum.
-Implementation of PA Common Core Standards
-IEP goals based on standards with Study Island, Dibels, Oral Reading Fluency, Aims Web, Read Naturally, and classroom assessments used for progress monitoring.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
5 Star (CSIU)	Special Education Centers	LSS/ES/PHP	3
Work Foundations+ (CSIU)	Special Education Centers	LSS	5
Safety Net partial Hospitalization Program	Other	ES	2
Compass Academy	Other	ES	3
New Story - Berwick	Other	Autistic Support/Emotional Support	4
CSIU Hearing Impaired Program - Chief Shikellamy	Other	Deaf and Hard of Hearing	1

Special Education Program Profile

Program Position #1

   Operator: School District

   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area	An	A building in	Itinerant	Speech and	7 to 12	65	1

Elementary School	Elementary School Building	which General Education programs are operated		Language Support			

Justification: The students are provided the service in age appropriate groups.

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2016

Average square feet in regular classrooms: sq. ft.

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

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary Annex	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	8	1

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	15	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 12	15	1

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 17	14	1

Program Position #6
      Operator: School District
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 9	5	1

Program Position #7
      Operator: School District
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	9	1

Program Position #8
      Operator: School District
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 16	13	1

Program Position #9
      Operator: School District
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/Sr High School	A Junior/Senior High School	A building in which General	Supplemental (Less Than 80% but More	Emotional Support	15 to 19	15	1

	Building	Education programs are operated	Than 20%)				

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	6	1

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary Annex	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	4	1

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	5	1

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	11	1

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	20	1

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	13	1

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	17	1

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	19	1

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	19	1

Program Position #19

     Operator: School District

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	26	1

Program Position #20

     Operator: School District

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	13	1

Program Position #21 - Proposed Program

     Operator: School District

     PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: September 5, 2016

          Average square feet in regular classrooms: sq. ft.

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

          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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	15	1

Program Position #22

     Operator: School District

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/Sr HIgh School	A Junior/Senior High School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	14 to 17	6	1

	Building	Education programs are operated	Than 20%)				

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	19	1

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 12	3	0.5
Justification: Students are seen on an individual basis or within age appropriate groups.							
Shamokin Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 17	3	0.5
Justification: Students are seen on an individual basis on with age appropriate groups.							

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: December 24, 2015

Average square feet in regular classrooms: sq. ft.

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

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

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	7 to 12	2	1
Justification: Parents are in agreement and sign an age waiver consenting to the age range being greater than 3 years.

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	7	1

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: August 26, 2013
Average square feet in regular classrooms: 836 sq. ft.
Square footage of this classroom: 836 sq. ft. (22 feet long x 38 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	7	1

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Elementary Annex	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	5 to 7	65	1

		operated					

Program Position #29

> *Operator:* Outside Contractor for the School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 12	65	1
Justification: Students receive services in age/grade appropriate groups. At no time are students in groups that are greater than 1 year.							

Program Position #30 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* August 20, 2013
>> *Average square feet in regular classrooms:* 836 sq. ft.
>> *Square footage of this classroom:* 836 sq. ft. (22 feet long x 38 feet wide)
>> *Explain any unchecked boxes for facilities questions:* n/a
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	14 to 16	3	1

Program Position #31 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* December 24, 2015
>> *Average square feet in regular classrooms:* 896 sq. ft.
>> *Square footage of this classroom:* 896 sq. ft. (28 feet long x 32 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	15 to 19	7	1

Program Position #32 - Proposed Program

> *Operator:* Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 864 sq. ft.

Square footage of this classroom: 864 sq. ft. (36 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	7	0.25
Justification: Students are provided speech and language support in small groups with their same age peers or individually. At no time are students more than 3 years of age difference provided support at the same time.							

Program Position #33 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 864 sq. ft.

Square footage of this classroom: 864 sq. ft. (36 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 12	55	0.85
Justification: Students are provided speech and language support in small groups with their same age peers or individually. At no time are students more than 3 years of age difference provided support at the same time.							
Shamokin Area Middle High Schoool	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	10	0.15

Program Position #34 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 672 sq. ft.

Square footage of this classroom: 672 sq. ft. (28 feet long x 24 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shamokin Area	An	A building in	Itinerant	Speech and	8 to 11	39	0.6

Elementary School	Elementary School Building	which General Education programs are operated		Language Support			

Special Education Support Services

Support Service	Location	Teacher FTE
Socialworker	Shamokin Area Jr/Sr High School/ Shamokin Area Elementary/Intermediate	2
Supervisor of Special Education	Shamokin Area School District	1
Paraprofessionals	Shamokin Area High School	9
Paraprofessionals	Shamokin Area Elementary Annex	4
Personal Care Aide	WF+ (IU Program)	1
School Psychologist	Shamokin Elementary School	1
Special Education Secretary	Shamokin Area Jr/Sr High School	1
Paraprofessionals	Shamokin Area Elementary	15
Access Coordinator/Secretary	Shamokin Area High School School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist - Kidsworks	Outside Contractor	4 Days
Occupational Therapist - Kidsworks	Outside Contractor	5 Days
Occupational Therapist - CSIU	Intermediate Unit	2 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
The standardized test scores in ELA, from grades 3 through 8 as well as the Keystone Literature exam are reflective of the need for professional development in the area of Text Dependent Analysis to ensure teachers across the district will have the knowledge and resources for their instructional teaching strategies. Students are in need of deeper levels of Depth of Knowledge to gain famialiarity with that type of question as it is examplified on the standardized assessments.
Due to the lack of growth in our math scores on standardized tests at all tested levels across the district, we have taken steps to ensure all students are given more time in direct math instruction during the school day. The Algebra I curriculum has been modified to reflect moving from a single period to a double period class.
In the area of Biology, the curriculum has been realigned to be in concert with the Keystone Biology exam.

District Accomplishments

Accomplishment #1:
The graduation rate has improved through the development of an exit plan for students who wish to drop out of school. Presently we now have a team of educational personnel meet with the student and his/her parent/guardian to discuss career options and the transition into society and the workforce without a high school diploma. We also provide the resources and network to encourage the student who does drop out of school to attain at a minimum, their GED.

Accomplishment #2:
The reading scores have remained stagnant over the past several years although the teachers in the middle school do raise the levels of achievements from the 6th grade scores.

Accomplishment #3:
All students in mathematical content areas that are subject to standardized tests during that school year or course work, will have additional instructional time during the school day to increase learning cognition.

The curriculum has been aligned for Keystone Biology in that the course work will now encompass two years of instructional time to ensure students are prepared to test proficient on the Keystone Biology exam.

District Concerns

Concern #1:

The subgroups of socio-economic disadvantaged students and special education students consistently test at a lower proficiency level than the category of all students. Our staff needs to diversify and meet the needs of these sub-groups through academic growth to ensure these groups have the opportunity to show growth in standardized assessment scores.

Prioritized Systemic Challenges

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

Aligned Concerns:

The subgroups of socio-economic disadvantaged students and special education students consistently test at a lower proficiency level than the category of all students. Our staff needs to diversify and meet the needs of these sub-groups through academic growth to ensure these groups have the opportunity to show growth in standardized assessment scores.

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

Aligned Concerns:

The subgroups of socio-economic disadvantaged students and special education students consistently test at a lower proficiency level than the category of all students. Our staff needs to diversify and meet the needs of these sub-groups through academic growth to ensure these groups have the opportunity to show growth in standardized assessment scores.

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Progress reports and report cards along with Study Island Diagnostic testing plus Study Island Benchmark assessments

Specific Targets: an increase of 10% of students in reading and mathematics attaining proficiency levels across the district on their progress reports, report cards, and Study Island assessments.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single

greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

curriculum alignment

Description:

Teachers will ensure their curriculum is in alignment to the Common Core and PA Standards and Anchors in all content areas to provide meaningful instruction to all students in all grade levels throughout the Shamokin Area School District to ensure students attain proficiency levels in all core content subject areas.

Start Date: 7/1/2016   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

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

- Curriculum Mapping

Language Arts teachers will align their curriculum to the Common Core.

Description:

Meetings Notes and Teacher/Administrator Evaluations; The Language Arts Curriculum aligned to Common Core document or link to the curriculum. Lesson Plans will also serve as evidence.

Start Date: 7/1/2016   **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

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

alignment of assessment to curriculum across the district

Description:

Students will increase their proficiency levels by 10% based upon standardized testing data during this school year

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

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

Teachers will be trained on how to analyze student achievement data on Act 80/In-Service professional development activities.

Description:

Documentation of professional development activities.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

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

- Curriculum Mapping

Grade Level and Subject Area Coordinator Meetings emphasize consistent implementation of the curriculum.

Description:

Meetings Notes and Teacher/Administrator Evaluations, Lesson plans.

Start Date: 7/1/2016 **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies: None selected

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: local based assessments

Specific Targets: 10 percent gain in proficiency levels for all students in all subject areas at all grade levels throughout the school district will reflect the positive growth and impact on student learning.

Strategies:

Common Assessment within Grade/Subject

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

alignment of assessment to curriculum across the district

Description:

Students will increase their proficiency levels by 10% based upon standardized testing data during this school year

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject

Goal #3: curriculum and assessment will be aligned to the PA Core Standards in Reading/Language Arts and Mathematics Core Content areas.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

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

Indicators of Effectiveness:

Type: Interim

Data Source: Students will prove proficiency in reading/language arts and mathematics; teachers will meet in data teams on a weekly basis to delineate data.

Specific Targets: weekly data reports on student proficiency levels will be reviewed and analyzed.

Type: Interim

Data Source: socio-economic disadvantaged students will attain proficiency levels in core content areas.

Specific Targets: socio-economic disadvantaged students will improve their test results by 10 percent over the course of a year of instruction.

Strategies:

Common Assessment within Grade/Subject

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Teachers will be trained on how to analyze student achievement data on Act 80/In-Service professional development activities.

Description:

Documentation of professional development activities.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessment within Grade/Subject

Grade Level and Subject Area Coordinator Meetings emphasize consistent implementation of the curriculum.

Description:

Meetings Notes and Teacher/Administrator Evaluations, Lesson plans.

Start Date: 7/1/2016   **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessment within Grade/Subject

curriculum alignment

Description:

Teachers will ensure their curriculum is in alignment to the Common Core and PA Standards and Anchors in all content areas to provide meaningful instruction to all students in all grade levels throughout the Shamokin Area School District to ensure students attain proficiency levels in all core content subject areas.

Start Date: 7/1/2016   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

Language Arts teachers will align their curriculum to the Common Core.

Description:

Meetings Notes and Teacher/Administrator Evaluations; The Language Arts Curriculum aligned to Common Core document or link to the curriculum. Lesson Plans will also serve as evidence.

Start Date: 7/1/2016   **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessment within Grade/Subject

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. curriculum and assessment will be aligned to the PA Core Standards in Reading/Language Arts and Mathematics Core Content areas.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Curriculum Mapping

Start	End	Title	Description
7/1/2016	6/30/2020	curriculum alignment	Teachers will ensure their curriculum is in alignment to the Common Core and PA Standards and Anchors in all content areas to provide meaningful instruction to all students in all grade levels throughout the Shamokin Area School District to ensure students attain proficiency levels in all core content subject areas.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum Coordinator	1.0	8	80	In House - Shamokin Area School District	School Entity	No

Knowledge

how to align curriculum to existing PA Standards and Anchors and the Common Core.

Supportive Research

The Danielson Framework and Marzanno research based best practicies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with

attention given to interventions for struggling students.

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

　　Student PSSA data

　　Standardized student assessment data other than the PSSA

　　Classroom student assessment data

LEA Goals Addressed:	**Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **curriculum and assessment will be aligned to the PA Core Standards in Reading/Language Arts and Mathematics Core Content areas.**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Curriculum Mapping**

Start	**End**	**Title**	**Description**			
7/1/2016	6/30/2020	Language Arts teachers will align their curriculum to the Common Core.	Meetings Notes and Teacher/Administrator Evaluations; The Language Arts Curriculum aligned to Common Core document or link to the curriculum. Lesson Plans will also serve as evidence.			

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
High School Principal & Elementary Principal will monitor this process through Department Chair Meetings, Grade Level Meetings, and Teacher Observations to ensure alignment	2.0	4	60	Central Susquehanna Intermediate Unit Personnel	IU	Yes

Knowledge

Teachers and administrators will gain knowlege regarding the importance and critical importance of the alignment of curriculum to assessment for student learning and growth across the core content areas.

Supportive Research

Grant, Wiggins, and McTigh along with Marzanno effective based research strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Supt / Ast Supts / CEO / Ex Dir		Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Curriculum Mapping**

Start	**End**	**Title**	**Description**

7/1/2017	6/30/2020	alignment of assessment to curriculum across the district	Students will increase their proficiency levels by 10% based upon standardized testing data during this school year				
Person Responsible	**SH**	**S**	**EP**	**Provider**		**Type**	**App.**
Curriculum Coordinator	2.0	4	60	Central Susquehanna Intermediate Unit Personnel		IU	No

Knowledge   assessment alignment to curricula

Supportive Research   Wiggins, McTigh, and Marzanno effective research based strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Training Format   Series of Workshops

School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

LEA Goals Addressed:	**Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **curriculum and assessment will be aligned to the PA Core Standards in Reading/Language Arts and Mathematics Core Content areas.**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Curriculum Mapping**

Start	End	Title	Description
7/1/2017	6/30/2020	Teachers will be trained on how to analyze student achievement data on Act 80/In-Service professional development activities.	Documentation of professional development activities.

Person Responsible	SH	S	EP	Provider	Type	App.
Secondary and District Administration	2.0	4	60	Central Susquehanna Intermediate Unit Personnel	IU	Yes

Knowledge — Effective curricula alignment to assessments and effective teaching strategies for student growth in proficiency levels.

Supportive Research — Grant, Wiggins and McTigh along with Marzanno's effective research based teaching strategies and best classrom practices

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

learning.

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data
Review of participant lesson plans

LEA Goals Addressed: **Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.**

curriculum and assessment will be aligned to the PA Core Standards in Reading/Language Arts and Mathematics Core Content areas.

Start	End	Title	Description
7/1/2016	6/30/2020	Grade Level and Subject Area Coordinator Meetings emphasize consistent implementation of the curriculum.	Meetings Notes and Teacher/Administrator Evaluations, Lesson plans.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrators will monitor this via attendance at these meetings and the meeting notes. Lesson plans will also be monitored	2.0	4	60	Central Susquehanna Intermediate Unit Personnel	IU	No

Knowledge

All core content professional educators will align their curricula to the PA Standards and PA Common Core.

Supportive Research

Using the works of Marzano, McTighe and Wiggins, all teachers will align their curricula to Webb's Depth of Knowledge.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

Provides 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
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	**Grade Levels**	High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

Lesson modeling with mentoring

Review of participant lesson plans

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	Strategy #1: Common Assessment within Grade/Subject

Start	End	Title	Description
7/1/2017	6/30/2020	alignment of assessment to curriculum across the district	Students will increase their proficiency levels by 10% based upon standardized testing data during this school year

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum Coordinator	2.0	4	60	Central Susquehanna Intermediate Unit Personnel	IU	No

Knowledge	assessment alignment to curricula
Supportive Research	Wiggins, McTigh, and Marzanno effective research based strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with

attention given to interventions for struggling students.

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

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

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

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

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

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles	Dir	**Grade Levels**	
Classroom teachers		Elementary - Primary (preK - grade 1)	
Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)	
Supt / Ast Supts / CEO / Ex		Middle (grades 6-8)	
New Staff		High (grades 9-12)	

| **Follow-up Activities** | Analysis of student work, with administrator and/or peers Creating lessons to meet | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and |

varied student learning styles

    Peer-to-peer lesson discussion

    Lesson modeling with mentoring

standards, classroom environment, instructional delivery and professionalism.

    Student PSSA data

    Standardized student assessment data other than the PSSA

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. curriculum and assessment will be aligned to the PA Core Standards in Reading/Language Arts and Mathematics Core Content areas.	Strategy #1: Common Assessment within Grade/Subject

Start	End	Title	Description
7/1/2017	6/30/2020	Teachers will be trained on how to analyze student achievement data on Act 80/In-Service professional development activities.	Documentation of professional development activities.

Person Responsible	SH	S	EP	Provider	Type	App.
Secondary and District Administration	2.0	4	60	Central Susquehanna Intermediate Unit Personnel	IU	Yes

Knowledge	Effective curricula alignment to assessments and effective teaching strategies for student growth in proficiency levels.
Supportive Research	Grant, Wiggins and McTigh along with Marzanno's effective research based teaching strategies and best classrom practices

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles		**Grade Levels**	
Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex		High (grades 9-12)

Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

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

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

    Student PSSA data

    Standardized student assessment data other than the PSSA

    Classroom student assessment data

    Review of participant lesson plans

LEA Goals Addressed:	**Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **curriculum and assessment will be aligned to the PA Core Standards in Reading/Language Arts and Mathematics Core Content areas.**	**Strategy #1: Common Assessment within Grade/Subject**

Start	End	Title	Description			
7/1/2016	6/30/2020	Grade Level and Subject Area Coordinator Meetings emphasize consistent implementation of the curriculum.	Meetings Notes and Teacher/Administrator Evaluations, Lesson plans.			

Person Responsible	SH	S	EP	Provider	Type	App.
Administrators will monitor this via attendance at these meetings and the meeting notes.	2.0	4	60	Central Susquehanna Intermediate Unit Personnel	IU	No

Lesson plans will
also be monitored

Knowledge   All core content professional educators will align their curricula to the PA Standards and PA Common Core.

Supportive   Using the works of Marzano, McTighe and Wiggins, all teachers will align their curricula to Webb's Depth of
Research   Knowledge.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides 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
Department Focused Presentation

Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	**Grade Levels**	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	**Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **curriculum and assessment will be aligned to the PA Core Standards in Reading/Language Arts and Mathematics Core Content areas.**	**Strategy #1: Common Assessment within Grade/Subject**	

Start	End	Title	Description
7/1/2016	6/30/2020	curriculum alignment	Teachers will ensure their curriculum is in alignment to the Common Core and PA Standards and Anchors in all content areas to provide meaningful instruction to all students in all grade levels throughout the Shamokin Area School District to ensure students attain proficiency levels in all core content subject areas.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum Coordinator	1.0	8	80	In House - Shamokin Area School District	School Entity	No

Knowledge

how to align curriculum to existing PA Standards and Anchors and the Common Core.

Supportive Research

The Danielson Framework and Marzanno research based best practicies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
New Staff

Grade Levels

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

Follow-up Activities

Analysis of student work,
with administrator and/or peers

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all	Strategy #1: Common Assessment within Grade/Subject

students.

curriculum and assessment will be aligned to the PA Core Standards in Reading/Language Arts and Mathematics Core Content areas.

Start	End	Title	Description
7/1/2016	6/30/2020	Language Arts teachers will align their curriculum to the Common Core.	Meetings Notes and Teacher/Administrator Evaluations; The Language Arts Curriculum aligned to Common Core document or link to the curriculum. Lesson Plans will also serve as evidence.

Person Responsible	SH	S	EP	Provider	Type	App.
High School Principal & Elementary Principal will monitor this process through Department Chair Meetings, Grade Level Meetings, and Teacher Observations to ensure alignment	2.0	4	60	Central Susquehanna Intermediate Unit Personnel	IU	Yes

Knowledge   Teachers and administrators will gain knowlege regarding the importance and critical importance of the alignment of curriculum to assessment for student learning and growth across the core content areas.

Supportive Research   Grant, Wiggins, and McTigh along with Marzanno effective based research strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

mentoring

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

Superintendent/Chief Executive Officer