

Penn Manor SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

PO Box 1001
Millersville, PA 17551
(717)872-9500
Superintendent: Michael Lechliter
Director of Special Education: Theresa Kreider

Planning Process

Penn Manor School District has developed its Comprehensive Plan with the guidance of a Comprehensive Planning Committee. The committee members reflect the many stakeholders of the school community, including parents, community representatives, local business representatives, teachers representing elementary, middle and high school education, building level administrators and district administration.

The goal of completing the Comprehensive Plan was to determine student needs and address specific ways through which these means will be addressed. The District considered these areas of improvement to determine goals and the most effective means to address the goals through action steps for implementation.

Upon completion of the draft, the superintendent and leadership team presented the School Board of Directors with the plan, which they approved prior to PDE submission. This review and approval included the Technology Education, Teacher Induction, Student Services and Professional Education portions of the report in the Comprehensive Plan.

Mission Statement

The Penn Manor community will work collaboratively to help students define and achieve their academic and life goals.

Vision Statement

Penn Manor School District: A better community...one student at a time.

Shared Values

Penn Manor School District believes that..

- Each individual is valuable and has the potential to become a contributing member of society.

- Students must be prepared to meet challenges and can be adaptive in our changing world.
- Students learn in different ways and can be exposed to differentiated instruction at all levels.
- Education is comprehensive and can support the intellectual, social, emotional, and physical needs of each student.
- Individuals must be held accountable and can learn to be responsible for their actions.
- Individuals must be provided a safe school environment where they can learn.
- Educational opportunities empower all persons so they reach their full potential.
- Education is the responsibility of many stakeholders and success is shared with student, family, school and community members.
- A qualified and dedicated staff, sensitive to student needs is essential, which supports the learning process.
- The public school must operate in a fiscally prudent manner and can be creative in their approach to using resources.
- The appreciation of diversity enriches a community and can prepare students to be successful in a global society.
- Ethical conduct is the foundation of productive relationships and can foster necessary skills for success.
- Communication promotes understanding and contributes to essential 21st Century skills.
- Learning is lifelong and can inspire all individuals throughout their lives.

Educational Community

Penn Manor School District is the second largest geographical school district in Lancaster County, encompassing 110 square miles. The District provides instruction for approximately 5,200 students and is the fourth largest district among seventeen school districts in Lancaster County. Expanding throughout several municipalities, it is classified as a rural district, but includes rural, suburban and borders the City of Lancaster. It is notable to mention that Millersville University, a part of the State System of Higher Education, is located within the district. School facilities include seven elementary schools, two middle schools, which house 280 to 550 students, and one high school, which facilitates 1,600 students.

We are proud of our Lancaster County heritage as a farming community and the heart of Millersville University, a Division II college community, with whom we have a positive relationship. However, demographics within Penn Manor School District reflect changing diversity, - both culturally and economically. While agriculture remains a prominent characteristic of our district and Millersville proximity in the community is an academic advantage, recent changes have brought an influx of new families of varying diversity who bring new experiences to our community. We view this as a positive influence that can enhance perspectives in our world. Our district's goal is to provide opportunities to ensure that all students can reach their academic and personal potential and be well-prepared for their post-high school college or career experience.

Planning Committee

Name	Role
Dori Andes	Administrator : Professional Education
Dana Edwards	Administrator : Professional Education
Jerry Egan	Administrator : Professional Education
Mike Leichliter	Administrator : Professional Education
Brian Malek	Administrator : Special Education
Carly McPherson	Administrator : Professional Education
Cheryl Shaffer	Administrator : Professional Education
Christine Smith	Administrator : Professional Education
Joe Fullerton	Board Member : Professional Education Special Education
Pat Kline	Business Representative : Professional Education
Patrick Roberts	Business Representative : Professional Education
Steven Fafel	Community Representative : Professional Education
Shelva Hess	Community Representative : Professional Education
Charlie Reisinger	Ed Specialist - Other : Professional Education
Danielle Gentile	Ed Specialist - School Psychologist : Professional Education Special Education
Lorien Gilbert	Elementary School Teacher - Regular Education : Professional Education
Tammee Idding	Elementary School Teacher - Regular Education : Professional Education
Shelly Kyle	Elementary School Teacher - Regular Education : Special Education
John Matussek	Elementary School Teacher - Regular Education : Professional Education
Megan Galbreath	Elementary School Teacher - Special Education :

	Special Education
Tony Carrado	High School Teacher - Regular Education : Professional Education
Melissa McMichaels	High School Teacher - Special Education : Professional Education
Nancy Nadig	Instructional Coach/Mentor Librarian : Professional Education
Daryn Vinson	Middle School Teacher - Regular Education : Professional Education Special Education
Rae Newhouse	Middle School Teacher - Special Education : Professional Education
Lisa Eme	Parent : Professional Education
Elizabeth Freeman	Parent : Professional Education Special Education
Joe Fullerton	Parent : Professional Education
Hannah Thomas	Parent : Professional Education
Joy Meley	School Social Worker : Special Education
Peggy Anastasio	Special Education Director/Specialist : Special Education
Patrick Eichelberger	Special Education Director/Specialist : Special Education
Theresa Kreider	Student Services Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Not answered
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Although we do not have a Pre-K program in Penn Manor School District, we continue to build relationships with local Pre-K providers to ensure a smooth transition to Kindergarten for our students. This includes regularly scheduled meetings and ongoing staff development opportunities.

District Curriculum Committees meet as content and grade level departments to review curriculum and plan for updates as needed. All curriculum is being aligned to the PA Core Standards and other content-appropriate state standards.

Elementary Education-Intermediate Level

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

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

District Curriculum Committees meet as content and grade level departments to review curriculum and plan for updates as needed. All curriculum is being aligned to the PA Core Standards and other content-appropriate state standards.

Middle Level

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

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

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

Penn Manor School District has written curriculum in all academic content areas. In addition, the district has begun to review their assessments to ensure that they align to PA Core Standards.

Middle school Social Studies has been written to align to grade-level standards. Civics and Government and Economics courses include aspects of civics, government and economics, however, these concepts are not isolated within content instruction at this level. Exploring non-fiction text and analyzing its content is a critical component of the instruction in order to help students can critically analyze historical events.

High School Level

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

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

Penn Manor School District has written curriculum in all content areas as a Year-at-a-Glance. Units are being revised and completed. The district has begun a process to review assessments to ensure that it aligns to PA Core Standards and will continue curriculum revision efforts to revise all courses and specific units of study on a consistent basis.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Middle 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
- Family and Consumer Sciences
- Geography
- 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
- Family and Consumer Sciences
- Geography

- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

Penn Manor is focusing upon core curricular areas to support tested areas in the PSSA Assessments and Keystone Exams. We are using the Understanding by Design process that asks, "What do all students need to know, understand and do" as a result of the instruction. Further, curriculum writing is currently underway to provide the content instructed within a unit, pacing for the unit and standards specific to the unit. Assessments will be based upon the standards and consider Webb's Depth of Knowledge levels to determine appropriate challenge for students and also, the PA Common Core Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Penn Manor School District has utilized SAS to obtain PA Core Standards for all tested content subject areas as the foundation for instruction. Curriculum will be consistently reviewed and updated as needed.

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

Processes used to ensure Accomplishment:

Penn Manor School District has utilized SAS to obtain PA Core Standards for all tested content subject areas as the foundation for instruction. Curriculum will be consistently reviewed and updated as needed.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Penn Manor School District has utilized SAS to obtain PA Core Standards for all tested content subject areas as the foundation for instruction. Curriculum will be consistently reviewed and updated as needed.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Penn Manor School District has utilized SAS to obtain PA Core Standards for all tested content subject areas as the foundation for instruction. Curriculum will be consistently reviewed and updated as needed.

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.

Penn Manor School District maintains a school environment that supports students at all levels in the least restrictive environment. Most special education students experience inclusion during the instructional day. To prepare teachers to instruct with meaningful experience and academic rigor, differentiated instruction continues to be a focus of the professional development plan each year.

Instruction

Instructional Strategies

Checked Answers

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

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Department Supervisors

Unchecked Answers

- Building Supervisors
- Instructional Coaches
- Not Reviewed

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

Penn Manor School District implements Teacher Effectiveness. Consistent practices for formal observation and classroom walk through documentation provides evidence collection for teacher evaluations throughout the district.

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

District, building level administrators, department coordinators and teachers work collaboratively to develop curriculum maps and units as well as provide pacing guides. These are maintained in a curriculum site so all teachers can view the documents and expectations for instruction.

Penn Manor School District has a K-12 Math Supervisor and a K-12 English Supervisor as support across their content area. The district employs one Instructional Coach, who supports reading instruction. The Instructional Coach and Department Coordinators do not perform observations/evaluations on their peers.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Elementary Education-Intermediate Level

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

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

Middle Level

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

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

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

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

This narrative is empty.

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.

When a position becomes available, the following process is utilized to ensure that the most effective instructional candidate is hired:

Review the job description to ensure it sets the parameters required for the position.

Post the job utilizing Human Resources for PA Educator. Request candidates include all documentation for clearances, certification, references and resume.

Conduct a thorough review of qualified candidates, who possess certification in the area posted.

Select potential candidates and set up interview dates.

Create an interview committee with an administrator and other individuals who will be involved in the selection process.

Utilize a consistent interview process. Questions asked during interviews are based upon Teacher Effectiveness components and curricular content.

Refine the list of potential candidates. Candidates may be required to teach a lesson to students.

Ensure background clearances are updated and complete.

Make reference calls. Share the information with committee members.

Ensure all documentation has been ascertained through Human Resource, which includes transcripts and the drug test, prior to offering a contract.

School board approval is necessary as a final step.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.50	1.50	1.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives	10.00	11.00	11.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Locally designed assessments based on course specifics	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS - Math select classes/elementary buildings in Grade 2 - 5	X	X		
USA Test Prep - Not utilized as a benchmark, but as a classroom supplement and for remediation				X
ALEKS - High school math in Grades 9 - 11; select learning support classes in the middle school			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Informal student feedback	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
ALEKS - High school math; select learning support classes in the middle school in GRade 7 & 8			X	X
CDT - Algebra-related courses (9-11) and select middle school Algebra Keystone course; elementary Grade 3-6 for ELA and Math		X	X	
Study Island			X	
Kahn Academy - Grades 7 algebra and select elementary classes; used for a Title I indicator		X	X	
DRA - Grade K-2	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
Department Supervisor Review		X	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Our district employs one Reading Coach.

Grade level and department level collaboration supports the focus on PA Standards and what students are expected to know, understand and do at each grade level. The SAS provides information to support the instruction for each grade level. Assessments are standards-aligned, and where applicable, eligible content and assessment anchors are incorporated into instruction. Departments meet by content or grade level, review the course expectations based upon the standards in the curriculum and develop or review assessment questions. Using Webb's Depth or Knowledge (DoK), teachers develop questions based on varying levels of application needed in the standard.

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.

Penn Manor School district teachers create standards based assessments, assessment anchors, and/or eligible content to create formative assessments and all summative assessments. Teachers examine content that may parallel standardized testing, such as the PSSA or Keystone Exams to assess content standards instructed. Curriculum revision cycles

are ongoing; assessments are standards based as we "begin with the end in mind." "What do all students need to know and be able to do to express their content knowledge and application?" To determine how well our students are performing on content standards, we utilize eMetric data. Further, we PVAAS data provides data on state assessments that is a reference point for alignment.

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 district utilizes a student information system that enables uploads of data, such as the PSSA and Keystone Exam data. Data is then utilized in the following manner:

- At the elementary level, various types of assessment data (Dibles, CDT, Khan Academy, common formative assessments, etc.) are utilized to form small group instruction within the class to remediate or enrich content.
- At the secondary level, including transition years, various types of assessment data (common assessments, Khan Academy, eMetric, PVAAS, PSSA and Keystone Exam, etc.) as well as teacher recommendations are utilized for placements to ensure appropriate level challenge in academic courses.
- PVAAS data is utilized to determine areas of concern, so that action steps can be put into place with groups of students by grade level. In addition, PVAAS data provides projections for individual students as a means of predicting success on future assessments.
- PSSA data indicates academic achievement by district, school, and teacher. This data is utilized to ensure teachers focus on maintaining growth via an alignment to standards-based curriculum, aligned common assessments and instructional practices that focus on the written and taught curriculum.
- eMetric data is utilized by all staff members to measure the alignment of standards and instruction to state assessments and determine areas where the curriculum must be bolstered.

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.

As a district, it is our expectation that students will gain at least one academic year of growth during each school year. When students enter each grade they may be below grade level, at grade level or above grade level. PSSA, Keystone Exam and PVAAS data are utilized

to ascertain where students are when they enter the grade, and hopefully, with standards-based instruction, a year or more of growth will occur.

Assessment data is reviewed by professional staff to determine a student's academic progress.. Student data is collected on common assessments and anecdotal records and reviewed by grade level/department to ensure students have met the academic standards required. Students who are below proficient are supported in various ways to ensure student academic needs have been met. This may include, but not be limited to reteaching, remediation opportunities through individual or small group instruction and retesting. Common assessment results and other benchmark assessments are utilized to assist in monitoring student progress throughout the year.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Data is utilized to ensure that students' academic needs are met. Our curriculum is based upon the PA Academic Standards provided by PDE. Instructional content is scaffolded to ensure that students can work with teaching staff through reteaching, online supplementation, remediation, retesting to support student mastery and deeper conceptual knowledge. Instruction can be differentiated to support individual student needs. As our districts continues to tighten curriculum alignment to state standards, the written curriculum must become the instructed and assessed curriculum. It is vital that our students experience academic growth and achievement.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	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
Parent-teacher conferences	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Each year, parents are made aware of when PDE standardized assessments will occur, and also, notifies them when student results of the PSSA and Keystone Exams are available. Parents receive the results in a letter format from PDE; the report relates their child's results. The superintendent reports the results to school board members and the community through the district website including how well each school performed. Further, school specific information is available by content area on the PVAAS website for the general public to access.

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

PSSA assessments and Keystone Exam results return during the summer after students have passed to the next grade. Student reports are mailed to families from the school. Elementary teachers hold individual conferences on a yearly basis during the first marking period. Teachers have the opportunity to review their standardized assessment results with parents and apprise parents of their child's current academic progress. At the high school, students who are below proficiency on Keystone Exam results may be assigned a remediation course that reviews the course content and expands it to related content to support the student for their next Keystone Exam administration. When students' grades are of concern, the school and/or teachers contact parents to make them aware of their academic progress and work collaboratively to determine ways to support students.

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.

Penn Manor School District utilizes PSSA and Keystone Exam data, PVAAS data and e-Metric reports to determine areas of district/building accomplishments and concerns. In so doing, administrators and teachers can examine curriculum content alignment to standardized assessments and the focus for instruction that will enable them to indicate proficiency or mastery. Once this information has been established, student groups or individuals are targeted for support. Our goal is to have our students grow at least one year each year and move towards mastery as indicated by student achievement results.

This data analysis provides information that is utilized for professional development and instruction to meet the needs of learners. Our district supervisors and the SAS/EVAAS support administrators with ways to analyze and interpret the data. In turn, teachers can focus on ways to support their learners' growth. Students/groups of students are identified based on the standardized assessments and use of common summative assessments.

Differentiated classroom instruction and research-based programs (such as Khan Academy or Edgenuity) are utilized to support reteaching, remediation and progress monitoring feedback for students during each marking period. Ongoing dialogue and data collection results will continue to address the real-time needs of students.

Elementary schools currently provide small group leveling for instruction to meet students' needs. Middle schools provides some leveled classes in Reading and Math. The high school provides leveled classes in all core courses to support students' needs while addressing the course curriculum. Instruction/remediation/enrichment is built into the elementary and secondary schedules.

We are working to establish consistency with diagnostic assessments, CDTs, benchmark assessments and end-of-unit common/summative assessments at every level to determine students' progress. In each building, school-based teams will analyze the student data in order to provide specific instruction that will address needs identified within each class/grade. PVAAS data analysis (of three years of value-added and quintile data) can support in identifying areas of concern in cohorts and creating a course of action through action steps.

At the elementary level, the district has begun to implement a modified form of Multi-Tiered Systems of Support (MTSS) in math. Elementary schools utilize Academic Support Teams (AST) while secondary schools utilize the Student Assistance Program (SAP) to focus upon students who are struggling academically, socially or emotionally to address ways that promote growth and accelerate their achievement on the next year's assessment.

Programs, Strategies and Actions

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

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

A School Resource Officer is housed at the high school, but is accessible for all school buildings and also, other municipalities support Penn Manor School District at all levels. The School Resource Officer is a member of the Safe Schools committee. The committee members attend local meetings at the IU and then, convey the information to all building administrators during meetings held throughout the year. The Safe Schools Committee also provide a calendar of events for which a variety of drills are held yearly so that all buildings can participate consistently in the drills, which includes, weather-related drills, fire drills, and other safety-related (emergency) drills.

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.)

Gifted Written Report (GWR):

(Must be completed and give to parents within **10 calendar days** of the meeting.)

- The School Psychologist will complete a Gifted Written Report (GWR) in Sapphire.
- A copy of the GWR will be given to the parents by the Principal within the 60-calendar day timeline **and** within 10 calendar days of the GMDE meeting. A copy should also be placed in the yellow gifted folder.

- If the GMDE team determines that the student is not eligible, the Principal present a NORA to the parents at the meeting.
- If the GMDE team determines that a student is eligible, then a GIEP meeting can be held afterwards with parent permission (Signed Timeline Waiver Form). The NORA must be presented to parent within 10 days of the GIEP meeting. A copy will be placed in the yellow gifted folder.

Gifted Individualized Education Plan (GIEP):

Teacher of the Gifted will:

- Work with the Principal to schedule the GIEP meeting to include the Classroom Teacher and parents.
- Be responsible for issuing an Invitation to Participate in the GIEP meeting to the parents.
- Review the results of the GMDE and incorporate these findings when developing the GIEP.
- Prepare all of the necessary paperwork needed to facilitate the GIEP meeting including the Notice of Recommended Assignment (NORA) stating the child qualifies for gifted services.
- Obtain the yellow gifted folder from the Principal and file the following paperwork in the student's cum folder: 1) Signed Permission to Evaluate Form; 2) Parent Survey; 3) GWR; 4) GIEP; 5) NORA
- If the GIEP team recommends that the services be implemented immediately, then parents need to sign the 5-Day Timeline Waiver form.

Professional Development

- Penn Manor School District offers in-service training for gifted and regular education teachers, principals, administrators and support staff persons responsible for gifted education through the following opportunities:

- At faculty meetings, Gifted Support Teachers review gifted referral & evaluation procedures, characteristics of gifted students so that they can be aware of these traits and make well-informed recommendations to the building administrator and gifted support teacher. Further, each building's staff is made aware of the services offered for gifted students (enrichment and/or acceleration)
- A handout is presented regarding characteristics of gifted students that is explained to staff and used for reference.

- Gifted support teachers meet monthly throughout the year to discuss a variety of topics, such as Chapter 16, specific student needs, best practices for compaction/acceleration/enrichment, that are based on teacher or student needs; and training/support needs.
- Penn Manor School District encourages teachers of the gifted to attend the PAGE Conference for updated information that PDE and other providers share for gifted support.
- The gifted department participates in the IU 13 Gifted Network that meets quarterly to provide ongoing professional development training and workshops as well as opportunities to network with gifted support teacher colleagues throughout the county.
- Gifted Support teachers provide information regarding gifted education and services in their buildings on district blogs.

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

The following procedures will be in place for students thought to be gifted or in need of specially designed instruction:

Initiated by parent:

1. If parents make a verbal or email request to a teacher, the teacher communicates to the parent that they need to contact the building principal.
2. The principal (HS-School Psychologist) contacts the parent about the request, informs them of the process, and answers any questions they may have.
3. If parents confirm their request to the principal, the principal (HS-School Psychologist) sends home a *Permission to Evaluate* form; *Notice of Parental Rights for Gifted Students*; *Parent Survey*; & *Gifted Brochure* within 10 calendar days.
4. Principal emails the classroom teacher, teacher of the gifted, and school psychologist about the request. At HS-School Psychologist emails teacher of the gifted.
5. Parents may request a GMDE once per year. If a GMDE was held within the past one year, Principal will contact parents that they may request a GME after one year elapses.

Initiated by teacher

1. Teacher contacts the Gifted Teacher who will review current information.
2. Principal, Teacher, Gifted Teacher & School Psych (if available) meet to decide if the data and information indicate potential gifted functioning. If the team determines there is evidence of potential gifted functioning, then the parent is contacted regarding the referral..
3. Principal mails home a *Permission to Evaluate form; Notice of Parental Rights for Gifted Students; Parent Survey; & Gifted Brochure*

The Principal will:

- Create a yellow folder to collect all paperwork.
- Send home the initial letter to parents along with:
 - Permission to Evaluate form
 - Parent Survey
 - Notice of Parental Rights for Gifted Students
 - Gifted Brochure
- Notify the classroom teacher, teacher of the gifted, and school psychologist that the date the PTE was received.

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

The Teacher of the Gifted will:

- Administer the *Kaufman Test of Achievement-II*: Reading & Math subtests
- Provide classroom teacher with the *Scales for Rating the Behavior Characteristics of Superior Students* AND email the *Teacher Feedback* form (to be completed within two weeks of receipt)
- Provide KTEA-II test protocols to the School Psychologist after scoring & provide observations of test performance.
- Principal and School Psychologist will monitor the timeline to ensure the entire process is completed within the **60 calendar day** timeframe.

The School Psychologist will:

- Review the student's cum folder and the contents of the yellow gifted folder.
- Administer cognitive and/or additional assessments (as determined by the school psychologist).
- Consult with Principal by phone or in person to discuss the assessment results and criteria for gifted qualification.
- Complete the GWR.

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.

Based upon the student's GIEP, teachers of the the Gifted will:

- Provide appropriate levels of instruction based upon the strengths of the student.
- Provide course acceleration and/or enrichment through pull-out instruction.
- Promote opportunities for interests in secondary level academic courses and extra-curricular experiences. Examples include Honors and AP level courses or a club, such as the Model United Nations.

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

Explanation of developmental services:

Penn Manor School District currently uses the discrepancy model for identifying students with specific learning disabilities. We are not, however, designated as an RTII school. In addition, elementary buildings have explored MTSS through PaTTaN and have begun to pilot it in a specific building. Hence, it is not systemic as of this time and has not been indicated on the information chart above.

Children at the elementary level are referred after intensive academic support services. The data collected by the child's team is an integral part of the consideration for specific learning disability along with the evaluation measures and input from the school psychologist. The district will continue to use a combined discrepancy/modified RTII model for identification of students with learning disabilities.

Students at the middle school level are identified through the discrepancy model at this time. Prior to referral for evaluation, students at the middle school level are supported by collaborative support services and the interventions, data and progress monitoring from these teams is strongly included in the decision process, as well as with the evaluation measures and input from the school psychologist.

Students at the high school level are also identified through the discrepancy model. Students are supported through building level plans developed by the school psychologist and other critical staff engaged with each student. The data from the building level plans is incorporated into the decision as to whether or not the student has a specific learning disability. The main method of identification at the high school at this time is the discrepancy model based on evaluation measures and input by the school psychologist. The high school also uses data provided by curriculum based, district-wide and state level assessments.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	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
Child Study Teams (Elementary version of SAP)	X	X		
Team Care - Coordinated Services with outside agencies provided within the school day	X	X	X	X
Student Assistance Program (SAP)			X	X

Explanation of diagnostic, intervention and referral services:

All secondary schools utilize the Student Assistance Program (SAP) within the building. There are a number of teachers in each building who are trained in the process to identify students with both academic and/or social/emotional needs. These building level teams meet on a regular basis to discuss concerns and supports for specific students. In addition, all buildings use the same external service, PA Counseling, to promote consistency of supports throughout the three secondary buildings.

At the current time, elementary buildings utilize Academic Support Teams (AST), but are moving to incorporate a SAP model for students in intermediate grades.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Student services are provided from Kindergarten to Grade 12 throughout the district. Currently, at the secondary level, the Student Assistance Program (SAP) provides supports to identify high-risk students and develops strategies to support their student's individual needs. At the elementary level, the Team Care approach is utilized to address social,

emotional and academic needs. As noted, the elementary schools are determining the manner in which they would like to incorporate the Student Assistance Program (SAP). School district counselors coordinates with outside agencies to ensure to provide services for students within the school day.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

- Yearly

Elementary Education - Intermediate Level

- Yearly

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.

At elementary, middle and the high school, administrators, teachers, and counselors function as teams to meet the needs of students. Data and observations enable staff to identify students in need of support. At the building level, regularly scheduled meetings are held to review data about specific students in areas of that they have not attained proficiency. Student are identified in academic, social/emotional areas. Time is devoted to address scaffolds that support instruction to target specific deficiency areas. Action plans are developed for individual students. A monthly review of student success takes place during school team meetings to ensure students' needs are being addressed.

At all levels, students with academic deficiencies are tracked by teachers. This information is communicated to counselors and school administrators to ensure all members supporting the student's learning needs are informed; they collaborate to determine strategies that may promote optimal success. Teachers utilize interventions that differentiate their instruction to support learning needs and/or remediation. At the elementary level, teachers utilize small group or individual instruction to address students' needs within their classroom. At the secondary level, students have the opportunity to meet with teachers to obtain support during a period or block of the school day schedule.

School counselors are participants of school teams all levels. They address social/emotional needs of students so that learning is not impeded. In other cases, the school social worker is involved with the student and their families to meet basic 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

Child care and after-school programs - After school programs are provided to all elementary students at specific buildings by a private contractor. Parents pay for this service, but our district provides the building space to facilitate these services. At the elementary level, a transition team has been established that includes pre-school providers, kindergarten teachers, administrators, and parents to support early intervention and curriculum development.

Tutoring and remediation - At the elementary level, remediation takes place with teachers during their instructional schedule. At the secondary level, remediation takes place with teachers within the school day/activity period and after school hours. The high school offers remediation through tutoring during the day and after school hours as well.

Youth workforce development programs - In accordance with Chapter 339, all students in K-12 experience curriculum related to careers with activities that promote understanding about jobs and industries. At the middle school level, students focus on career investigation and a job-shadowing experience to help them understand their strengths and interests prior to the high school experience. At the high school level, ongoing presentations are offered throughout the school year to expose students to potential careers that may interest them. In addition, students can continue their job shadowing exploration as well as student internships to determine the career field for life after high school. In addition, juniors and seniors are provided with the opportunity to apply to programs at the Lancaster County Career and Technical School, which offers various certificates and job opportunities upon completion of their education. All students complete a graduation project and develop an individualized career plan in order to have a goal to attain as a career focus after their high school experience.

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.

Penn Manor School District does not have a pre-school program. However, early intervention meetings are held with agencies who serve students entering the Penn Manor School District. Our special education director and assistant director attend these meetings. Transition plans are developed and are shared with our elementary school teams, prior to their entry into school to ensure that any significant learning needs are addressed.

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.

Penn Manor School District is continuing to develop rigorous curriculum that meets or exceeds state standards in all instructed content areas. Each year, time is devoted to examine curriculum, instructional practices, which includes differentiated instruction and assessment practices during professional development opportunities. At the elementary level, reading groups and math groups are structured in much the same fashion to target each student's learning needs.

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.

Penn Manor School District is continuing to develop rigorous curriculum that meets or exceeds state standards in all instructed content areas. Each year, time is devoted to examine curriculum, instructional practices, which includes differentiated instruction and assessment practices during professional development opportunities. At the elementary level, reading groups and math groups are structured in much the same fashion to target each student's learning needs.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Penn Manor School District is continuing to develop rigorous curriculum that meets or exceeds state standards in all instructed content areas. Each year, time is devoted to examine curriculum, instructional practices, which includes differentiated instruction and assessment practices during professional development opportunities. At the middle school levels, reading, writing and math instruction are leveled to address the specific learning needs of students.

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.

Penn Manor School District is continuing to develop rigorous curriculum that meets or exceeds state standards in all instructed content areas. Each year, time is devoted to examine curriculum, instructional practices, which includes differentiated instruction and assessment practices during professional development opportunities. At the high school

level, Literature and Math course instruction are leveled to best address the specific learning needs of students and support their success.

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

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

Further explanation for columns selected "

Family and Consumer Science standards are not formally addressed at the primary level. However, sub-categories are addressed through instruction in a variety of other content areas.

Elementary Education-Intermediate Level

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

Family and Consumer Science standards are not formally addressed at the primary level. However, sub-categories are addressed through instruction in a variety of other content areas.

Middle Level

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

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

Further explanation for columns selected "

This narrative is empty.

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.

Other

Comments:

Penn Manor School District currently triangulates data using the PSSA, Keystone, PVAAS data, as well as academic grades entered into our student information system. Further, student attendance is reviewed frequently to identify at-risk students. Administrators, counselors and teachers support families and suggest ways to keep the student in school and on course to graduate.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	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	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's	X	X	X	X

academic standards.				
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.

Penn Manor School District has implemented the *Danielson Framework for Effective Educators*. This has enabled administrators and teachers to focus on domains and components of Teacher Effectiveness utilized during evaluation. Professional development has been offered in the following areas to enhance the educators knowledge:

1) Curriculum revision

that aligns to the PA Core Standards and standard examination pertinent to specific content areas. By examining the standards for what students need to know, understand and do, the district can more effectively meet standards and examine practices that will enable students to meet those standards. This work is based on McTighe and Wiggins' *Understanding by Design* (UBD) model.

2) Assessment revision

to indicate students knowledge, understanding and application of the skills. *Webb's Depth of Knowledge* is considered to ensure that students are exposed to more rigorous forms of critical thinking and application of their knowledge. When building assessments, we are working to develop Level 2 or 3 thinking of the DoK on a regular basis.

3) Instructional practices

of classroom teachers should support students' understanding and application of the content they are learning. Professional development on the topic of differentiated Instruction seeks to help teachers meet the needs of their students in learning and applying the content. This deals with the on-stage practices of teachers in Domain III. It is essential to support all teachers' professional skills with best practices so that they are able to teach all students. We want to prepare our teachers with strategies to scaffold learning for students who are identified with academic needs, as well as enrich/ accelerate learning for students who are identified as high achieving self-motivated learners.

4) Data analysis

is utilized to recognize trends in student learning as individuals, groups of students and item analysis to individualize instruction and capacitate learning. The use of PVAAS to help analyze growth on the PSSA or Keystone Exam can help support teachers' understand what the data may indicate. Teachers have access to PVAAS and can delve into students' growth and area of needs. In addition, remediation can be offered to students through the use of the data. Supervisors work with teacher teams to understand PVAAS data in Reading/English and Math. Diagnostic assessments and benchmark data support small group instruction, remediation, and enrichment.

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:
6/10/2014 All staff Mandatory Reporting
8/9/2015 New Teacher Induction - New staff only
8/10/2016 New Teacher Induction - New staff only
The LEA plans to conduct the required training on approximately:
8/10/2017 New Teacher Induction - New staff only
8/15/2018 All staff Mandatory Report

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:
8/21/2016 Opening Day - Jason Foundation - 3.0 hours
8/18/2016 Building Level Day - Presentation - 1.0 hours
The LEA plans to conduct the training on approximately:
8/21/2018 Opening Day - Jason Foundation - 3.0 hours
8/18/2018 Building Level Day - Presentation - 1 hour

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
Not Applicable for our school entity

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.
- 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

- 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.

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

Educator Effectiveness

- All administrators and professional staff have been trained on Educator Effectiveness to ensure that they are aware of their responsibilities upon which they will be evaluated. In addition, they can ascertain ideas how to grow professionally. Formal observations and walk-through observations are conducted by school administrators.

On-Going Professional Development

is based upon the needs of teaching staff. Penn Manor School District seeks to provide ongoing professional development with staff to focus upon: a variety of topics that include, but may not be limited to:

- a) Align curriculum to state standards through mapping and instructional engagement
- b) Design rigorous common/summative assessments
 - c) Utilize data through analysis to drive instruction. Assessments may include summative assessments, CDT, PSSA/Keystone Exam, eMetric, and PVAAS
- d) Provide differentiated instruction to meet the needs of all learners
- e) Integrate technology to enhance instruction, learner engagement, and relevance
- f) Incorporate STEM integration into academic experiences
- g) Plan College and Career Readiness experiences at all levels
- h) Identify and utilizing best practices for instruction for all students
- i) Utilize best practices for reading acquisition and literacy skills

j) Awareness of societal impact on students

k) Compliance with state updates and initiatives, such as Mandatory Reporting and Suicide Prevention

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

Penn Manor utilizes informal data, such as a survey of needs prior to professional development. In the future, the district can also implement a survey to provide feedback on the effectiveness of professional development.

Induction Program

Checked answers

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

Unchecked answers

None.

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

Penn Manor School District carefully selects potential teachers based upon their professional attributes. Principals are involved in new staff selection. New teacher induction is offered to all new teachers to the district to ensure that they will be successful as a professional and focus on student academic, social and emotional needs.

New Teacher Induction consists of two days of professional development to review expectations with human resources and district administration. Supports include a focused time to access district programs and website resources. All new teachers are provided a mentor in their school, grade level or content level. Each new teacher is provided with a manual of checklists that prompts mentor discussions for procedures, routines and other expectations. New teachers must review the checklists with their mentor. Each administrator with a new teacher holds monthly meetings to ensure that a new teacher has the information they need to perform well in their new role. In addition, three district-level meetings are held to support new teachers with specific topics, such as technology support, creating strong social relationships with students and their families and how to implement required Individualized Education Plans (IEPs). All teachers participate in content department meetings and/or grade level meetings that focus upon standards, curriculum, and assessments to produce continuity in instruction and alignment in curriculum for optimal student success.

New teachers are formally observed twice during the year, which is preceded by a conference during which administrators discuss outcomes of a planned lesson. Classroom walk-throughs also provide the opportunity for teacher/administrator interaction using Teacher Effectiveness that includes the domains and components of professional practices.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

Penn Manor School District provides a single year Teacher Induction Program that supports new teachers to quickly acclimate to the culture and expectations of the school.

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.

Building principals recommend mentors based on their experience and professionalism to mentor new teachers. Mentors are teacher-leaders who are respected by their colleagues

and community, possess tenure and hold their Instructional II in the area of content of the mentee.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

New Teacher Orientation occurs in August. Each new teacher is introduced to the school board in early September. Additional professional development sessions occur throughout the year highlighting the Student Information System, Special Education services and expectations for teachers who instruct students with IEPs, Counseling Services and the work of social workers in our district. All building administrators meet with their new teachers during the year to help them become acclimated to the building, aware of how to utilize Teacher Effectiveness via the rubrics and ways to support the diverse learning needs of students.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Mentors and mentees are asked to provide feedback on areas where the District should improve the program. These suggestions are taken into consideration as a means to improve the program when it is offered the following school year. A Googledoc is in place for new teachers to ask questions that may support the group.

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: **906**

Identification Method

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

Penn Manor School District currently uses the discrepancy model for identifying students with specific learning disabilities. There are a small percentage that have been identified through the RTI model. Children at the elementary level are referred after intensive academic support services. The data collected by the child's team is an integral part of the consideration for specific learning disability along with the evaluation measures and input from the school psychologist. The district will continue to use a combined discrepancy/RTI model for identification of students with learning disabilities.

Students at the middle school level are identified through the discrepancy model at this time. Prior to referral for evaluation, students at the middle school level are supported by Academic Support Teams. and the interventions, data and progress monitoring from these teams is strongly included in the decision process along with the evaluation measures and input from the school psychologist.

The main method of identification at the high school at this time is the discrepancy model

based on evaluation measures and input by the school psychologist. The high school also uses data provided by curriculum based, district-wide and state level assessments.

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>

The Penn Manor School District is not significantly disproportionate.

Non-Resident Students Oversight

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

The Penn Manor School District works collaboratively with Arborvale and Hope's Haven to ensure that students in these locations receive FAPE in the Least Restrictive Environment. As the LEA for these students, the district's administration attend IEP meetings, re-evaluations and monitor student progress. At this time there does not appear to be barriers that limit our ability to meet our obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

The Youth Intervention Center (YIC) and the Lancaster County Prison contact the Penn Manor School District whenever a student is placed there and is in need of services. IU#13 provides special education teachers at both facilities to deliver special education services. As LEA, the Director and/or Assistant Director of Student Support Services would attend the IEP meetings, re-evaluations and monitor student progress oversight for all incarcerated students.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Penn Manor School District provides programs for students in the least restrictive environment. The general education classroom is the first consideration for delivery of services for all students. All students attending the district's schools are included in some level of the general education environment with the appropriate supports. The district provides paraprofessional support in the general classroom to assist students, and we also provide a co-teaching model at the secondary level to aid student success in the general education classroom environment. We continue to evaluate programming and structure at the elementary level to best meet the needs of all students in the least restrictive environment. In August of 2016, we provided training to the entire elementary division regarding educating students with disabilities in the general education classroom. We have also formed a district level committee to examine how we determine if students receive support in a special education setting or in the general education setting. We have worked extensively with Laura Lent from the IU #13 to direct our team in making these changes. Furthermore, we contract with the IU to provide itinerant autistic support services to our students.

It is always the emphasis to provide students with disabilities maximum opportunities with non-disabled peers. It is also the intent of the Penn Manor School District to educate students with disabilities in the same school they would attend if non-exceptional. We have participated in the SAS Toolkit training for a student, and we also utilize the consultants at IU#13 frequently to assist us with assuring that our students are in the least restrictive environment.

In circumstances that it is not possible to educate students in his/her neighborhood school, we look to our neighboring school districts and Intermediate Unit #13 to host/operate special education classes in which students with similar needs can be provided a free and appropriate public education. In these instances, we develop transition plans for students to return to district programming when possible. When examining the data, out of the District's 874 special education students, only 33 are educated outside of the district. In addition when examining our state report it is noted that we have met all Indicator 5 targets. The Penn Manor School District implements supplementary supports and services to assure

that all students are receiving an education in the Least Restrictive Environment. These include

Service/Resource	Description
Adaptations and modifications to the physical environment.	<p>Students with special education services are provided specific seating arrangements and adaptive equipment as identified by their IEP team. Our occupational and physical therapists make recommendations for adaptations and modifications to the physical environment and these are provided for both physical and sensory needs.</p>
Collaborative services of adults working together to support students	<p>In Penn Manor our special education and general education teachers collaborate in order to best serve students. In addition, paraeducators are serving students extensively in general education settings. Penn Manor utilizes our local IU for coaching and guided support in many areas. Reading, Assistive Technology and Autism are just to name a few. We also have a parent support group and there are 2 parental workshops for parents each school year. Students receiving special education services have access to general education student assistance support teams. The elementary, middle school and high school all have collaborative departmental time and special education teachers are equally involved in this.</p>
Development and delivery of instruction that addresses diverse learning needs.	<p>This is evidenced through the Individualized Education Plan process. Penn Manor works extensively as a team in the IEP process to provide modified curricular goals and alternate ways for students to demonstrate learning. Testing modifications, alternate materials and assistive technology are utilized whenever needed for an individual student need and to support access to general education. Research based supplementary materials and instructional adaptations are used on a daily basis.</p>
Supports and Services to increase appropriate behavior and reduce disruptive and interfering behavior.	<p>Penn Manor offers extensive supports through various personnel to support progress in the general education setting for students with behavioral needs. The school social workers, school psychologists and guidance counselors provide specific supports as identified by the student's IEP team. Social skills instruction, peer supports and Individualized Behavior Support Plans are evidenced are an integral part of supporting a student with behavioral needs in the general education setting. General education teachers are supported by the appropriate special education staff to develop modification of</p>

rules and expectations when needed.

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.

School Board Policy 113.2 outlines all required components of the Penn Manor School District's Positive Behavior Support policy. The district employs PBS as the primary method of addressing behaviors as evidenced by specific PBS plans that fall under the overarching umbrella of the district's PBS policy. Building and student specific plans are available. In addition, several elementary schools and one middle school have implemented "The Leader In Me" program. This program has had an overall positive impact on school culture and behavior.

The District's procedures involving restraints is outlined in policy 113.2 and is available for review at the time of the visit and has been provided in advance for review. The District's procedures involving the training of personnel training on the use of PBA, de-escalation techniques, and emergency responses is outlined in policy 113.2. All students with behavioral needs have a positive behavior support plan as part of his/her IEP. We have collaborated with IU#13 to train district personnel in Crisis Prevention Institute (CPI). The Penn Manor School District believes that restraints should be utilized as a measure of last resort and only after the use of less restrictive measures including de-escalation techniques. CPI emphasizes de-escalation techniques and reconnection between student and staff members. These techniques are used throughout the district and across all levels. In addition, in 2014 we had one of our special education coordinators attend a "train the trainer" session, so we now have an onsite trainer available for new hires and to provide refresher courses onsite.

Penn Manor also has 2 social workers. They provide weekly group sessions within our emotional support program. They also provide extensive consultation to staff and families regarding positive behavioral supports. They are instrumental in strong community linkage and help promote home/school/community communication and problem solving.

Our school psychologists also have extensive training in positive behavioral supports and provide consultation to student or building teams whenever requested. The high school emotional support staff has implemented monthly department sessions to problem solve and enhance their programming through training and collaboration in these sessions. We also have monthly meetings at the middle school and elementary levels to ensure we are meeting the needs of our students in the emotional support program.

On site counseling services are available to students through a partnership with a local mental health provider. Regular and special education students have access to this provider. The school teams also work very collaboratively with many other mental health providers to offer students behavior specialists, mobile therapists and therapeutic support staff. Members of the agency mental health team are fully included in any special education process we may complete such as a reevaluation or IEP. We currently work with approximately 6 different providers of this kind of service.

Our emotional support classes also attend an 8 week (one time per week) program at The Winner's Circle Center at Herrbrook. Located within our district, The Winner's Circle Center provides group sessions using equine therapy techniques, team-building activities and problem-solving sessions.

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 district is currently able to provide FAPE for all students with disabilities. When a situation arises where further or less services may be needed for a student, the district convenes a reevaluation team. These teams often include advocates, agency personnel, social workers and other required team members to this process. If alternate placements need to be considered, the team will involve that possible placement in the process. The district also collaborates with IU #13 and other agencies to provide FAPE for all students with disabilities. In some cases, the district will request a CAASP meeting which is an interagency meeting to problem solve ways to best meet the needs of a student.

Strengths and Highlights

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

The Penn Manor School District offers a wide continuum of special education services within the district. These services include supplemental and itinerant learning support services in each of the seven elementary buildings, both middle schools and the high school. In addition, we have 3 full-time learning support classes in one of our elementary schools,

and a full-time learning support class in one of our middle schools. The Penn Manor School District also offers full-time emotional support classes at the elementary, middle school and high school levels. A full-time life skills support class is offered at the high school level, and the district also offers itinerant autistic support services district-wide. The District also houses an Intermediate Unit run full time autistic support class at the high school and also at Central Manor Elementary School. In addition, we house a full-time Multiple Disabilities Support class at Marticville Middle School.

A.) Assistive Technology

- All students within the district who are in need of assistive technology are provided the appropriate technology. This includes, but is not limited to, adaptive keyboards, FM systems, communication devices, portable notetakers, Braille devices and hearing aids. The district works collaboratively with IU #13 audiology and assistive technology consultants who provide ongoing monitoring of the devices and appropriate training to students, parents and staff. In the spring of 2016 we also formed a small team of teachers and IT staff that received training from the IU in order to build capacity of knowledge of assistive technology within the district. The intermediate unit provides loaner devices to students when systems are in need of repair and also facilitates return of the device to the appropriate manufacturer for repair. District staff are provided with appropriate training in the use of devices.

B.) Behavior Supports

- The district's behavioral support policy reflects federal and state regulations. The district has collaborated with IU #13 to train teachers, paraeducators, and administrators from each building in Crisis Prevention Institute (CPI). With its foundation of de-escalation techniques and reconnection between student and staff member, CPI offers a consistent approach to addressing difficult behaviors.

All schools offer individual plans to support students with behavioral needs.

Exclusions: Suspensions and Expulsions:

The Penn Manor School district uses a variety of strategies to prevent disruptive behavior and limit the number of suspensions. However, when students show a pattern of suspensions the district convenes a meeting to explore the function of the behavior and to develop a support plan. Depending on the severity and/or duration of the behavior the district may consider an alternate placement for a student. In some instances a 45-day alternate placement is recommended to allow time for further evaluation of the student to determine future appropriate programming and placement.

C.) Child Find: Annual Public Notice and General Dissemination of Materials -

The district provides information for the public by way of its annual public notice in the district newsletter, district calendar and district website. In addition parents are regularly informed of available services by instructional staff and administrators. In addition, the district works with non-public schools where Penn Manor resident students attend in order to insure that parents are aware of their rights to an evaluation if they have an educational concern for their child. Furthermore, the Intermediate Unit #13 conducts child find

activities to identify preschool children who may have developmental or other disabilities. We work collaboratively with the IU to transition these students from early intervention to school-aged programming.

D.) Dispute Resolution

- The Penn Manor School District works closely with parents to resolve issues through the IEP process. Building principals, the Director and/or Assistant Director of Student Support Services participate in the IEP meetings, serve as the LEA and assist teams in resolving conflicts. Staff work closely with parents and use a variety of communication methods to insure that parents and staff are working together. Staff communicates with parents in a variety of ways including email, phone, written reports and direct communication through meetings.

E.) Highly Qualified Staff

- The Penn Manor School District has highly qualified and experienced staff in its special education program. All professional staff is appropriately certified by the Pennsylvania Department of Education or are in the process of becoming certified through PRAXIS certification testing.

F.) Inclusion/LRE -

The Penn Manor School District provides a continuum of services and placement options for its students with disabilities. The district collaborates with IU#13, numerous agencies and neighboring school districts to provide programs for all students with disabilities. The Penn Manor School District operates learning support, emotional support, life skills and speech and language support programs within the district. These programs provide itinerant, supplemental and/or full-time support based on student need. The district also employs its own autistic support teacher who provides consultative and direct support to students on the autism spectrum.

The district contracts with IU #13 to serve some students with lower incidences disabilities. These services include multiple disabilities support, autistic support, physical support, hearing impaired support and center-based emotional support programs. In addition, the district contracts with Austill's Rehabilitation Services for occupational therapy and physical therapy support.

All students receiving services within the Penn Manor School District have opportunities to interact with same-aged, typical peers. The level of interaction is determined individually through the IEP process. The district continues to make changes in curriculum and instruction in order to increase the participation of students with disabilities in general education classes and in the general education curriculum. Furthermore, all students in the district participate in non-academic areas in the general education environment. Those students with the most severe disabilities spend time with their general education peers on the playground, in the cafeteria, in special and related arts classes and at assemblies and special programs.

Decisions to place students out of the district are made by IEP teams and are based on individual student needs. The district may seek placement outside of the regular school when a student's needs are so severe that they cannot be met even with supplementary aids and services. This may occur when a student presents a danger to himself and/or others in

the general education setting or when he or she requires a non-traditional school environment to meet his/her educational needs.

The Director and/or Assistant Director of Student Support Services participates in IEP meetings for students who are placed outside of the district. Each IEP team discusses the student's readiness to return to his/her home school.

The Penn Manor School District understands the obligation under the Gaskin's case to examine a full range of supplementary aids and services in the least restrictive and has provided district teachers and administrators with this information.

G.) Intensive Interagency Approach -

Penn Manor actively works with our local Child and Adolescent Service System Program (CASSP) team. We also partner with our local BHDS, Juvenile Probation and Parole, Children and Youth, Drug and Alcohol Commission and IU 13. In addition, the Penn Manor School District has a resource officer who provides a direct linkage to the local police force. We have a strong network with these supporting community agencies. The school district provides supportive representation at all student meetings. This is most frequently done by one of our two social workers or special education administrators. If it would be more valuable to have another team member available for the meeting, we make every effort to have that school team member attend the meeting. We also stay in communication with the facilities in which our students may be placed such as Hoffman Homes, Devereaux, KidsPeace, Pressley Ridge, Western PA School for the Deaf, and Lancaster County Youth Intervention Center.

H.) Parental Communication

- Penn Manor's Special Education Department collaborates with parents and a parental support group; SNaPs (special needs parent support) has formed. We hold two informational sessions per year. We held one session in the fall of 2016 addressing anxiety in children.

I.) Progress Monitoring

- All of our special education teachers are trained in progress monitoring. Their training for this has been supported by our local Intermediate Unit, PATTAN trainings and our own district inservices. The methods of progress monitoring we use are Aimsweb and other curriculum based assessments, DIBELS, the elementary reading series benchmark, weekly and theme tests, and the DRA.

J.) Researched-Based Curriculum:

A main focus of the district's special education program is supporting reading, writing, math and science proficiency. In order to meet this goal, the district has put numerous research-based interventions and curriculum in place. Each level incorporates specific programs into their instruction: SRA Reading Mastery Plus, Language!, Reading Naturally, Phonics for Reading, Project Read, EdMark, Foundations, Step Up to Writing and Great Leaps are several reading programs implemented at the elementary level. Language! is also used at the middle school level, and Jamestown, Language!, and Read Naturally is used at the high school level.

In math, all levels utilize a modified general education curriculum. The elementary level also incorporates Number Worlds for students that need additional support. In addition, the full-time learning support classes implement Saxon Math.

K.) Staff Development -

The district provides extensive staff development for professionals and paraprofessionals. Training is provided by our own professional staff as well as resources outside of our district. In addition, the special education teachers attend PaTTAN and local Intermediate Unit 13 workshops. Teachers have participated in workshop topics such as autism, behavioral supports, differentiated instruction, progress monitoring, SIMS, LETRS, Visualizing and Verbalizing, Language! and other reading, writing and math instructional workshops. The district supports attendance at various conferences outside the district for administrators, teachers, and therapists. The district utilizes the staff development team of our local IU to provide direct training on site when needed for either a group or individual student need.

L.) Transition to Post-Secondary and/or Employment-

Students with disabilities participate in community based instruction and work experience programs to facilitate their transition to post school outcomes as identified in their IEP. We provide 9 days of job training services through our local intermediate unit to district special education students at the middle school and high school level. Job training services through our local intermediate unit are also provided to students that are in special education placements outside of the district.

In 2007, the Penn Manor School district opened a School to Work Program at the high school level. This program supports students in the areas of employment skills, career exploration, and other skills needed for successful transition to post-secondary employment and/or training. Another major source of transition services for our students is through the local Career and Technology Centers. We have approximately 50-55 full day and 55 half day students attending various programs at the Career and Technology Center. In January 2016, the District started another transition program. This block (88 minutes daily) class supports juniors and seniors in determining life after high school, learning soft skills, job search skills, interviewing and more.

Furthermore, students with special needs have the opportunity to participate in job shadowing co-op and internship programs. The district routinely collaborates with IU13, OVR, MH/MR, ARC and sheltered and supported employment to establish connections necessary for a successful transition to post-secondary and/or employment opportunities.

M.) Transition from Early Intervention to School-Age

- The Lancaster-Lebanon Intermediate Unit #13 is the MAWA for services for children from age three to five. To prepare for transition to school, IU #13 collaborates with school districts to provide an orientation for parents of children entering school during the next school year. The IU and the district holds transition meetings to facilitate the process of entering school age programming. The child's needs are discussed and the process that will be followed to prepare the child for school-aged programming is outlined. If the parent indicates an intent to register his/her child for school, the district provides information about the registration process and evaluation process. The district will then follow up by

arranging evaluations, observations and IEP development if it is determined that these services are appropriate.

N.) Training of Staff:

Professional development related to special education is identified through personnel interest communicated during trainings, meetings, and email communication. Training is also driven by the district and building initiatives, student-related need, State or Federal regulations, service delivery, program models, and observation.

These needs are reviewed throughout the school year and at the start of summer to plan for professional development training during in-service time, department meetings, faculty meetings, and professional days. Professional development information offered by PaTTAN, the IU, or other appropriate providers is communicated with personnel as pertinent trainings are presented.

Professional development opportunities for both general and special education professional personnel are provided by the District, the IU, and PaTTAN. Trainings related to student specific information, Autism, non-violent crisis intervention, inclusion, and differentiated instruction are all examples of professional development activities provided to both general and special education personnel.

O.) Training of Parents:

Parent input is sought to determine training needs particularly in the area of transition. In other individual cases, parent input is often encouraged and desired. Parents are appropriately notified of all meetings for the purpose of identification, evaluation, educational placement and the provision of FAPE. We make every effort to accommodate a parent's need so that they can attend trainings and/or meetings. If this does not occur an administrator will follow up to determine the reason and then we make attempts to remedy any difficulty.

We actively identify parents who may need additional support and or training. Our school social workers, psychologists, guidance counselors and special education staff support parents in a variety of ways so that they can fully participate in their child's educational process.

During the 2015-16 school year, a parent support group; SNaPs formed.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Arborvale Manor	Nonresident	Penn Manor School District	5
Hope's Haven	Nonresident	Penn Manor SD	4

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story Lancaster	Special Education Centers	Autistic Support and Emotional Support	7
George Junior Republic	Special Education Centers	Emotional Support	1
River Rock Academy	Special Education Centers	Emotional Support	2
Clear Vision - Montgomery Area SD	Other	Emotional Support	1
Valley Road Education Center	Special Education Centers	Autistic Support and Emotional Support	5
Community School West	Special Education Centers	Emotional Support	1
Community School Southeast	Special Education Centers	Emotional Support	4
IU #13- CV HS	Neighboring School Districts	Multiple Disabilities Support	1
IU #13- Kissel Hill Elementary	Neighboring School Districts	Autistic Support	3
IU #13 - Warwick Middle School	Neighboring School Districts	Deaf/Hard of Hearing	1
IU#13 - Providence Elementary School	Neighboring School Districts	Multiple Disabilities Support	1

IU #13 - Solanco High School	Neighboring School Districts	Multiple Disabilities Support	1
IU #13- Doe Run Elementary	Neighboring School Districts	Autistic Support	1
IU #13 - Lampeter Strasburg High School	Neighboring School Districts	Emotional Support	2
IU #13- Reidenbaugh Elementary	Neighboring School Districts	Multiple Disabilities Support	1

Special Education Program Profile

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 8	12	1
Locations:				
Pequea Elementary (HM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2016

Reason for the proposed change: Updated caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	1
Locations:				
Pequea Elementary (DZ)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Learning Support	9 to 12	10	0.75
Locations:				
Pequea Elementary (TW)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 12	1	0.25
Locations:				
Pequea Elementary (TW)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	9	0.25
Locations:				
Hambright Elementary (KW)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	12	0.75
Locations:				
Hambright Elementary (KW)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	10	0.25
Locations:				
Hambright Elementary (NK)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	13	0.75
Locations:				
Hambright (NK)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	15	0.5
Justification: There is not an age range greater than 3 being instructed at the same time or in the same room.				
Locations:				
Martic (BT)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	4	0.5
Justification: There is not an age range greater than three being instructed in the room at any one time.				
Locations:				
Martic (BT)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	7	0.5
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Eshleman Elem. (MG)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	17	0.5
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Eshelman Elem. (MG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	1	0.25
Justification: There is not greater than a 3 year age span at any one time.				
Locations:				
Central Manor Elem (JM)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	18	0.75
Justification: There is not greater than a 3 year age span at any one time.				
Locations:				
Central Manor (JM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 12	3	0.25
Justification: There is not greater than a 3 year age span in the room at one time.				
Locations:				
Central Manor (MZ)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	13	0.75
Justification: There is not greater than a 3 year age span in the room at one time.				
Locations:				
Central Manor (MZ)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	1	0.1
Locations:				

Central Manor (JK)	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	1	0.5
Locations:				
Central Manor (JK)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 12	7	0.4
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Central Manor (JK)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	6	0.25
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Conestoga Elem. (MH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	17	0.75
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Conestoga Elem. (MH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	5	0.25
Justification: There is not an age range greater than 3 at any one time.				

Locations:				
Letort Elem. (JW)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	14	0.75
Justification: There is not an age range greater than 3 at any one time.				
Locations:				
Letort Elem (JW)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	6	0.5
Locations:				
Manor Middle (RN)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	4	0.5
Locations:				
Manor Middle School (RN)	A Middle School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	11	0.4
Locations:				
Manor Middle School (CE)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	0.6
Locations:				
Manor Middle School (CE)	A Middle School	A building in which General		

	Building	Education programs are operated		
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Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	7	0.15
Locations:				
Manor Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	17	0.85
Locations:				
Manor Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	16	0.5
Locations:				
Manor Middle School (Curt)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	9	0.5
Locations:				
Manor Middle School (Curt)	A Middle School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	12 to 15	12	0.25
Locations:				
Marticville Middle School (CC)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	9	0.75
Locations:				
Marticville Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	17	0.75
Locations:				
Marticville Middle School (LB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.25
Locations:				
Marticville Middle School (LB)	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.5
Locations:				
Marticville Middle School (SA)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Life Skills	12 to 15	6	0.5

but More Than 20%)	Support			
Locations:				
Marticville Middle School (SA)	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	24	0.5
Locations:				
Penn Manor HS (MW)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.5
Locations:				
Penn Manor HS (MW)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	24	1
Locations:				
Penn Manor HS (SM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.75
Locations:				
Penn Manor HS (EL)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.25
Locations:				
Penn Manor HS (EL)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 23, 2016*Reason for the proposed change:* This position changed in that there are no longer students that receive supplemental services on this caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	26	1
Locations:				
Penn Manor HS (JC)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	18	0.5
Locations:				
Penn Manor HS (JH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	9	0.5
Locations:				
Penn Manor HS (JH)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 18	4	0.25
Locations:				
Penn Manor HS (BW)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	16	0.75
Justification: There is not greater than a 4 year age difference in the class at any one time.				
Locations:				
Penn Manor HS (BW)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	23	0.75
Locations:				
Penn Manor HS (HB)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.25
Locations:				
Penn Manor HS (HB)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	21	0.5
Locations:				
Penn Manor HS (DA)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.25
Locations:				
Penn Manor HS (DA)	A Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	1
Locations:				
Penn Manor HS (PE)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	4	0.3
Locations:				
Penn Manor HS (NS)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	7	0.5
Locations:				
Penn Manor HS (NS)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 19	1	0.2
Locations:				
Penn Manor HS (NS)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	4	0.2

Locations:				
Penn Manor HS (JJ)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.3
Locations:				
Penn Manor HS (JJ)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 17	2	0.5
Locations:				
Penn Manor HS (JJ)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	2	0.25
Locations:				
Penn Manor HS (MM)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 19	11	0.75
Locations:				
Penn Manor HS (MM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016*Reason for the proposed change:* There are now students that receive full-time services on this caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	2	0.1
Locations:				

Penn Manor HS (RT)	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	6	0.5
Locations:				
Penn Manor HS (RT)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	17 to 21	3	0.4
Locations:				
Penn Manor HS (RT)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 14	57	1
Justification: This speech and language clinician serves both Central Manor Elementary and Manor Middle School. At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	53	1
Justification: At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide (MS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	65	1
Justification: At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide (JO)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 13	60	1
Justification: At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide (MH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	46	1
Justification: At no time is there a age range greater than 3 being instructed at the same time.				
Locations:				
District Wide (EV)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 10	6	1
Locations:				
Central Manor Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	11 to 15	6	1
Locations:				
Marticville Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 24, 2017*Reason for the proposed change:* Renovations are completed and this teacher will keep the same position, but it she will rotate throughout the district as an itinerant teacher.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	4	1
Locations:				
Conestoga/MMS (CB)	A Middle School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 24, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	7	1
Locations:				
Martic Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* School District

PROGRAM DETAILS*Type: ClassandPosition**Implementation Date: August 26, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	7	0.5
Locations:				
Penn Manor HS (JT)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	2	0.5
Locations:				
Penn Manor (HS)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #46*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: February 8, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	50	1
Justification: There will not be an age range of greater than 3 years in the room at any one time.				
Locations:				
Martic Elementary, Conestoga Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services	District Wide	1
Assistant Director of Student Services	District Wide	1
School Psychologists	District Wide	4
School Social Workers	District Wide	2
Special Education 7-12 Coordinator	Middle Schools and High School	1
Elementary Special Education Coordinator	All Elementary Buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	40 Hours
Physical Therapy	Outside Contractor	15 Hours
Paraeducators	Outside Contractor	181 Days
Job Trainer	Intermediate Unit	9 Days
Occupational Therapy	Intermediate Unit	10 Hours
Physical Therapy	Intermediate Unit	3 Hours
Speech and Language Clinician	Intermediate Unit	10 Hours
Itinerant Autistic Support Services	Intermediate Unit	60 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

School Performance Profiles:

In 2013, PDE instituted the concept of School Performance Profiles with specific academic indicators that include PSSA/Keystone Exam results on Mathematics, Reading, Science, Writing, SAT, Literature, Biology or Algebra I proficiency:

- Academic Achievement (40%)
- Closing the Achievement Gap for All Groups (5%)
- Closing the Gap for Historically Underperforming Student Groups (5%)
- Indicators of Academic Growth (40%)
- Other Academic Indicators (10%) - This includes the Graduation Rate, Advanced Placement, College Credit and PSAT participation

The school performance (SPP) profiles for each school are noted below:

2017 SPP Scores:

Central Manor Elementary School- 65.1
 Conestoga Elementary School - 84.8
 Eshleman Elementary School - 87.2
 Hambright Elementary School - 76.5
 Letort Elementary School - 83.1
 Martic Elementary School - 78.1
 Pequea Elementary School- 82.3
 Manor Middle School - 70.9
 Marticville Middle School- 69.7
 Penn Manor High School - 89.7

District Accomplishments

Accomplishment #1:

Penn Manor School District has a strong community spirit of pride in our District's academic, athletic, theater, and musical programming. Penn Manor School District provides a variety of programs that contribute to a well-rounded student. Students are prepared with a strong academic program as well as creative arts programs, curricular and excellent athletic programs. The community and families are supportive of instructional programs that support student learning experiences. Penn Manor's administrators and teachers maintain a student-centered focus for learning. Within the district, there is ongoing collaboration and communication between the superintendent, administration, teacher and staff with parents and constituents in our community. Updates are added to the district blog site and Twitter feed to keep the school community well-informed of events occurring within the district.

Accomplishment #2:

Penn Manor School District students continue to strive towards high academic achievement. The District continues to review the academic program to add instructional rigor to ensure student success with activities and assessments that challenge students to apply their understanding to learning targets. The high school offers various levels of rigor to address students' needs. Many AP course offerings are provided as an option for those interested in the content.

Accomplishment #3:

Penn Manor School District continues to develop, revise and implement curriculum that is standards-based. Curriculum maps include pacing guides which are reviewed on an on-going basis for state standard-alignment and other appropriate content standards. Assessments are created or revised to ensure alignment to standards in order for students to indicate content proficiency.

Accomplishment #4:

Penn Manor School District plans and implements remediation for students who are most at-risk to ensure that they have had additional learning experiences to support their academic growth and achievement across all disciplines.

District Concerns

Concern #1:

Curriculum Development - The District has been developing curriculum in academic content areas. The written curriculum aligns to standards, assessment, and best practices of instruction. In addition, the district has a revision process of curriculum and assessments that are directly impacted by mandated state testing PA Core Standards. While the process is ongoing, the district needs to

continue its efforts in curriculum writing to map all courses and develop specific units of study to ensure students success.

Common/summative assessments must be standards-aligned to help ascertain whether students are growing and achieving throughout the year. The District will focus on assessment revision to ensure that the rigor in the PA Core Standards is reflected through incorporating Webb's Depth of Knowledge in teacher generated assessments and activities to prepare students for success on the PSSA and Keystone Exams.

College and Career Readiness - District counselors have developed their curriculum to ensure students in Grades K-12 have multiple experiences that can help students understand their interests and abilities. As a district, we will continue to focus on ways to expand student awareness of various career fields and ensure that students take academic courses, design an individual career plan and prepare for college or the workforce. The high school has incorporated "Comet Credential," our district's collaborative effort with the Workforce Development Board courses through the Metrix Learning System. This provides the opportunity for students to take online courses that prepare students for career and workforce readiness experiences.

Concern #2:

Addressing At-Risk Students' Needs - Penn Manor School District students have varying levels of academic, social and emotional need. While we seek to address the academic needs of students through curriculum and instruction, the district must continue to address learning needs as well as the social/emotional needs of students in order to to remove obstacles to learning. Each person is a vital contributor to the school community. Our schools will continue to focus on developing a positive culture through academic and pro-social experiences.

Concern #3:

Graduation Rate - Penn Manor School District strives to improve the high school graduation rate annually and decrease the drop-out rate. Various options are offered to students through leveled courses at the high school, Penn Manor Virtual School, Lancaster Academy, the Lancaster CTC (technical training) and Penn Manor's alternative education program, RESET. The concern remains that despite the many options for career and academic transition; however, despite these efforts, some students decide to drop out of school, which impacts the graduation rate, SPP scores and the students' potential career opportunities.

Concern #4:

Use of Data for Learning - The effective use of data analysis is a continuing concern and focus for the district. The District is implementing professional development to ensure that professional staff members can access PVAAS and eMetric data to analyze students' academic performance and address areas of learning needs. Further, district curriculum revision must take place to incorporate

greater academic rigor to support areas of weakness that has been indicated on standardized assessments.

Use of Data to Close the Achievement Gap - The District has a focused effort on efforts to close the achievement gap among all sub-groups in Reading, Math and Science utilizing reteaching, remediation based upon academic needs. In addition, the district is taking proactive measures to ensure that all students receive on-grade level instruction and academic rigor in order to attain their proficiency or higher. Multiple data points must be utilized as they are provided through standardized PSSA assessments in tested areas of ELA, Math and Science, as well as Keystone Exam tested content areas of Literature, Algebra I and Biology.

Use of Data to Support Regular Attendance - The District acknowledged the need to monitor students' attendance. When students are absent on a consistent basis, schools need to intervene early to establish contact with families to discuss long-term result of irregular attendance, such as gaps in learning acquisition, achievement, and ultimately, attaining a high school diploma.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Curriculum Development - The District has been developing curriculum in academic content areas. The written curriculum aligns to standards, assessment, and best practices of instruction. In addition, the district has a revision process of curriculum and assessments that are directly impacted by mandated state testing PA Core Standards. While the process is ongoing, the district needs to continue its efforts in curriculum writing to map all courses and develop specific units of study to ensure students success.

Common/summative assessments must be standards-aligned to help ascertain whether students are growing and achieving throughout the year. The District will focus on assessment revision to ensure that the rigor in the PA Core Standards is reflected through incorporating Webb's Depth of Knowledge in teacher generated assessments and activities to prepare students for success on the PSSA and Keystone Exams.

College and Career Readiness - District counselors have developed their curriculum to ensure students in Grades K-12 have multiple experiences that can help students understand their interests and abilities. As a district, we will continue to focus on ways to expand student awareness of various career fields and ensure that students take academic courses, design an individual career plan and prepare for college or the workforce. The high school has incorporated "Comet Credential," our district's collaborative effort with the Workforce Development Board courses through the Metrix

Learning System. This provides the opportunity for students to take online courses that prepare students for career and workforce readiness experiences.

Use of Data for Learning - The effective use of data analysis is a continuing concern and focus for the district. The District is implementing professional development to ensure that professional staff members can access PVAAS and eMetric data to analyze students' academic performance and address areas of learning needs. Further, district curriculum revision must take place to incorporate greater academic rigor to support areas of weakness that has been indicated on standardized assessments.

Use of Data to Close the Achievement Gap - The District has a focused effort on efforts to close the achievement gap among all sub-groups in Reading, Math and Science utilizing reteaching, remediation based upon academic needs. In addition, the district is taking proactive measures to ensure that all students receive on-grade level instruction and academic rigor in order to attain their proficiency or higher. Multiple data points must be utilized as they are provided through standardized PSSA assessments in tested areas of ELA, Math and Science, as well as Keystone Exam tested content areas of Literature, Algebra I and Biology.

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Graduation Rate - Penn Manor School District strives to improve the high school graduation rate annually and decrease the drop-out rate. Various options are offered to students through leveled courses at the high school, Penn Manor Virtual School, Lancaster Academy, the Lancaster CTC (technical training) and Penn Manor's alternative education program, RESET. The concern remains that despite the many options for career and academic transition; however, despite these efforts, some students decide to drop out of school, which impacts the graduation rate, SPP scores and the students' potential career opportunities.

Systemic Challenge #2 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Curriculum Development - The District has been developing curriculum in academic content areas. The written curriculum aligns to standards, assessment, and best practices of instruction. In addition, the district has a revision process of curriculum and assessments that are directly impacted by mandated state testing PA Core Standards. While the process is ongoing, the district needs to continue its efforts in curriculum writing to map all courses and develop specific units of study to ensure students success.

Common/summative assessments must be standards-aligned to help ascertain whether students are growing and achieving throughout the year. The District will focus on assessment revision to ensure that the rigor in the PA Core Standards is reflected through incorporating Webb's Depth of Knowledge in teacher generated assessments and activities to prepare students for success on the PSSA and Keystone Exams.

College and Career Readiness - District counselors have developed their curriculum to ensure students in Grades K-12 have multiple experiences that can help students understand their interests and abilities. As a district, we will continue to focus on ways to expand student awareness of various career fields and ensure that students take academic courses, design an individual career plan and prepare for college or the workforce. The high school has incorporated "Comet Credential," our district's collaborative effort with the Workforce Development Board courses through the Metrix Learning System. This provides the opportunity for students to take online courses that prepare students for career and workforce readiness experiences.

Use of Data for Learning - The effective use of data analysis is a continuing concern and focus for the district. The District is implementing professional development to ensure that professional staff members can access PVAAS and eMetric data to analyze students' academic performance and address areas of learning needs. Further, district curriculum revision must take place to incorporate greater academic rigor to support areas of weakness that has been indicated on standardized assessments.

Use of Data to Close the Achievement Gap - The District has a focused effort on efforts to close the achievement gap among all sub-groups in Reading, Math and Science utilizing reteaching, remediation based upon academic needs. In addition, the district is taking proactive measures to ensure that all students receive on-grade level instruction and academic rigor in order to attain their proficiency or higher. Multiple data points must be utilized as they are provided through standardized PSSA assessments in tested areas of ELA, Math and Science, as well as Keystone Exam tested content areas of Literature, Algebra I and Biology.

Use of Data to Support Regular Attendance - The District acknowledged the need to monitor students' attendance. When students are absent on a consistent basis, schools need to intervene early to establish contact with families to discuss long-term result of irregular attendance, such as gaps in learning acquisition, achievement, and ultimately, attaining a high school diploma.

Graduation Rate - Penn Manor School District strives to improve the high school graduation rate annually and decrease the drop-out rate. Various options are offered to students through leveled courses at the high school, Penn Manor Virtual School, Lancaster Academy, the Lancaster CTC (technical training) and Penn Manor's alternative education program, RESET. The concern remains that despite the many options for career and academic transition; however, despite these efforts, some students decide to drop out of school, which impacts the graduation rate, SPP scores and the students' potential career opportunities.

Addressing At-Risk Students' Needs - Penn Manor School District students have varying levels of academic, social and emotional need. While we seek to address the academic needs of students through curriculum and instruction, the district must continue to address learning needs as well as the social/emotional needs of students in order to remove obstacles to learning. Each person is a vital contributor to the school community. Our schools will continue to focus on developing a positive culture through academic and pro-social experiences.

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

Aligned Concerns:

Curriculum Development - The District has been developing curriculum in academic content areas. The written curriculum aligns to standards, assessment, and best practices of instruction. In addition, the district has a revision process of curriculum and assessments that are directly impacted by mandated state testing PA Core Standards. While the process is ongoing, the district needs to continue its efforts in curriculum writing to map all courses and develop specific units of study to ensure students success.

Common/summative assessments must be standards-aligned to help ascertain whether students are growing and achieving throughout the year. The District will focus on assessment revision to ensure that the rigor in the PA Core Standards is reflected through incorporating Webb's Depth of Knowledge in teacher generated assessments and activities to prepare students for success on the PSSA and Keystone Exams.

College and Career Readiness - District counselors have developed their curriculum to ensure students in Grades K-12 have multiple experiences that can help students understand their interests and abilities. As a district, we will continue to focus on ways to expand student awareness of various career fields and ensure that students take academic courses, design an individual career plan and prepare for college or the workforce. The high school has incorporated "Comet Credential," our district's collaborative effort with the Workforce Development Board courses through the Metrix Learning System. This provides the opportunity for students to take online courses that prepare students for career and workforce readiness experiences.

Use of Data for Learning - The effective use of data analysis is a continuing concern and focus for the district. The District is implementing professional development to ensure that professional staff members can access PVAAS and eMetric data to analyze students' academic performance and address areas of learning needs. Further, district curriculum revision must take place to incorporate greater academic rigor to support areas of weakness that has been indicated on standardized assessments.

Use of Data to Close the Achievement Gap - The District has a focused effort on efforts to close the achievement gap among all sub-groups in Reading, Math and Science utilizing reteaching, remediation based upon academic needs. In addition, the district is taking proactive measures to ensure that all students receive on-grade level instruction and academic rigor in order to attain their proficiency or higher. Multiple data points must be utilized as they are provided through standardized PSSA assessments in tested areas of ELA, Math and Science, as well as Keystone Exam tested content areas of Literature, Algebra I and Biology.

Use of Data to Support Regular Attendance - The District acknowledged the need to monitor students' attendance. When students are absent on a consistent basis, schools need to intervene early to establish contact with families to discuss long-term result of irregular attendance, such as gaps in learning acquisition, achievement, and ultimately, attaining a high school diploma.

Graduation Rate - Penn Manor School District strives to improve the high school graduation rate annually and decrease the drop-out rate. Various options are offered to students through leveled courses at the high school, Penn Manor Virtual School, Lancaster Academy, the Lancaster CTC (technical training) and Penn Manor's alternative education program, RESET. The concern remains that despite the many options for career and academic transition; however, despite these efforts, some students decide to drop out of school, which impacts the graduation rate, SPP scores and the students' potential career opportunities.

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Systemic Challenge #4 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Curriculum Development - The District has been developing curriculum in academic content areas. The written curriculum aligns to standards, assessment, and best practices of instruction. In addition, the district has a revision process of curriculum and assessments that are directly impacted by mandated state testing PA Core Standards. While the process is ongoing, the district needs to continue its efforts in curriculum writing to map all courses and develop specific units of study to ensure students success.

Common/summative assessments must be standards-aligned to help ascertain whether students are growing and achieving throughout the year. The District will focus on assessment revision to ensure that the rigor in the PA Core Standards is reflected through incorporating Webb's Depth of Knowledge in teacher generated assessments and activities to prepare students for success on the PSSA and Keystone Exams.

College and Career Readiness - District counselors have developed their curriculum to ensure students in Grades K-12 have multiple experiences that can help students understand their interests and abilities. As a district, we will continue to focus on ways to expand student awareness of various career fields and ensure that students take academic courses, design an individual career plan and prepare for college or the workforce. The high school has incorporated "Comet Credential," our district's collaborative effort with the Workforce Development Board courses through the Metrix Learning System. This provides the opportunity for students to take online courses that prepare students for career and workforce readiness experiences.

Use of Data for Learning - The effective use of data analysis is a continuing concern and focus for the district. The District is implementing professional development to ensure that professional staff members can access PVAAS and eMetric data to analyze students' academic performance and address areas of learning needs. Further, district curriculum revision must take place to incorporate greater academic rigor to support areas of weakness that has been indicated on standardized assessments.

Use of Data to Close the Achievement Gap - The District has a focused effort on efforts to close the achievement gap among all sub-groups in Reading, Math and Science utilizing reteaching, remediation based upon academic needs. In addition, the district is taking proactive measures to ensure that all students receive on-grade level instruction and academic rigor in order to attain their proficiency or higher. Multiple data points must be utilized as they are provided through standardized PSSA assessments in tested areas of ELA, Math and Science, as well as Keystone Exam tested content areas of Literature, Algebra I and Biology.

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Graduation Rate - Penn Manor School District strives to improve the high school graduation rate annually and decrease the drop-out rate. Various options are offered to students through leveled courses at the high school, Penn Manor Virtual School, Lancaster Academy, the Lancaster CTC (technical training) and Penn Manor's alternative education program, RESET. The concern remains that despite the many options for career and academic transition; however, despite these efforts, some students decide to drop out of school, which impacts the graduation rate, SPP scores and the students' potential career opportunities.

Systemic Challenge #5 (*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:

Curriculum Development - The District has been developing curriculum in academic content areas. The written curriculum aligns to standards, assessment, and best practices of instruction. In addition, the district has a revision process of curriculum and assessments that are directly impacted by mandated state testing PA Core Standards. While the process is ongoing, the district needs to continue its efforts in curriculum writing to map all courses and develop specific units of study to ensure students success.

Common/summative assessments must be standards-aligned to help ascertain whether students are growing and achieving throughout the year. The District will focus on assessment revision to ensure that the rigor in the PA Core Standards is reflected through incorporating Webb's Depth of Knowledge in teacher generated assessments and activities to prepare students for success on the PSSA and Keystone Exams.

College and Career Readiness - District counselors have developed their curriculum to ensure students in Grades K-12 have multiple experiences that can help students understand their interests and abilities. As a district, we will continue to focus on ways to expand student awareness of various career fields and ensure that students take academic courses, design an individual career plan and prepare for college or the workforce. The high school has incorporated "Comet Credential," our district's collaborative effort with the Workforce Development Board courses through the Metrix Learning System. This provides the opportunity for students to take online courses that prepare students for career and workforce readiness experiences.

Use of Data for Learning - The effective use of data analysis is a continuing concern and focus for the district. The District is implementing professional development to ensure that professional staff members can access PVAAS and eMetric data to analyze students' academic performance and address areas of learning needs. Further, district curriculum revision must take place to incorporate greater academic rigor to support areas of weakness that has been indicated on standardized assessments.

Use of Data to Close the Achievement Gap - The District has a focused effort on efforts to close the achievement gap among all sub-groups in Reading, Math and Science utilizing reteaching, remediation based upon academic needs. In addition, the district is taking proactive measures to ensure that all students receive on-grade level instruction and academic rigor in order to attain their proficiency or higher. Multiple data points must be utilized as they are provided through standardized PSSA assessments in tested areas of ELA, Math and Science, as well as Keystone Exam tested content areas of Literature, Algebra I and Biology.

Use of Data to Support Regular Attendance - The District acknowledged the need to monitor students' attendance. When students are absent on a consistent basis, schools need to intervene early to establish contact with families to discuss long-term result of irregular attendance, such as gaps in learning acquisition, achievement, and ultimately, attaining a high school diploma.

Graduation Rate - Penn Manor School District strives to improve the high school graduation rate annually and decrease the drop-out rate. Various options are offered to students through leveled courses at the high school, Penn Manor Virtual School, Lancaster Academy, the Lancaster CTC (technical training) and Penn Manor's alternative education program, RESET. The concern remains that despite the many options for career and academic transition; however, despite these efforts, some students decide to drop out of school, which impacts the graduation rate, SPP scores and the students' potential career opportunities.

Systemic Challenge #6 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Curriculum Development - The District has been developing curriculum in academic content areas. The written curriculum aligns to standards, assessment, and best practices of instruction. In addition, the district has a revision process of curriculum and assessments that are directly impacted by mandated state testing PA Core Standards.

While the process is ongoing, the district needs to continue its efforts in curriculum writing to map all courses and develop specific units of study to ensure students success.

Common/summative assessments must be standards-aligned to help ascertain whether students are growing and achieving throughout the year. The District will focus on assessment revision to ensure that the rigor in the PA Core Standards is reflected through incorporating Webb's Depth of Knowledge in teacher generated assessments and activities to prepare students for success on the PSSA and Keystone Exams.

College and Career Readiness - District counselors have developed their curriculum to ensure students in Grades K-12 have multiple experiences that can help students understand their interests and abilities. As a district, we will continue to focus on ways to expand student awareness of various career fields and ensure that students take academic courses, design an individual career plan and prepare for college or the workforce. The high school has incorporated "Comet Credential," our district's collaborative effort with the Workforce Development Board courses through the Metrix Learning System. This provides the opportunity for students to take online courses that prepare students for career and workforce readiness experiences.

Use of Data for Learning - The effective use of data analysis is a continuing concern and focus for the district. The District is implementing professional development to ensure that professional staff members can access PVAAS and eMetric data to analyze students' academic performance and address areas of learning needs. Further, district curriculum revision must take place to incorporate greater academic rigor to support areas of weakness that has been indicated on standardized assessments.

Use of Data to Close the Achievement Gap - The District has a focused effort on efforts to close the achievement gap among all sub-groups in Reading, Math and Science utilizing reteaching, remediation based upon academic needs. In addition, the district is taking proactive measures to ensure that all students receive on-grade level instruction and academic rigor in order to attain their proficiency or higher. Multiple data points must be utilized as they are provided through standardized PSSA assessments in tested areas of ELA, Math and Science, as well as Keystone Exam tested content areas of Literature, Algebra I and Biology.

Use of Data to Support Regular Attendance - The District acknowledged the need to monitor students' attendance. When students are absent on a consistent basis, schools need to intervene early to establish contact with families to discuss long-term result of irregular attendance, such as gaps in learning acquisition, achievement, and ultimately, attaining a high school diploma.

Graduation Rate - Penn Manor School District strives to improve the high school graduation rate annually and decrease the drop-out rate. Various options are offered to students through leveled courses at the high school, Penn Manor Virtual School, Lancaster

Academy, the Lancaster CTC (technical training) and Penn Manor's alternative education program, RESET. The concern remains that despite the many options for career and academic transition; however, despite these efforts, some students decide to drop out of school, which impacts the graduation rate, SPP scores and the students' potential career opportunities.

Addressing At-Risk Students' Needs - Penn Manor School District students have varying levels of academic, social and emotional need. While we seek to address the academic needs of students through curriculum and instruction, the district must continue to address learning needs as well as the social/emotional needs of students in order to to remove obstacles to learning. Each person is a vital contributor to the school community. Our schools will continue to focus on developing a positive culture through academic and pro-social experiences.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

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.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and PVAAS performance data from Grades 3-8 ELA and Math and Grades 4, 8 Science

Specific Targets: The percentage of students performing proficient and advanced will increase by 3% each year in each tested area.

Type: Annual

Data Source: Keystone Exam data from Algebra, Literature and Biology assessments

Specific Targets: The percentage of students performing proficient and advanced will increase by 3% each year in each tested area.

Type: Interim

Data Source: Formative and summative assessment performance used as the criteria for general education academic success.

Specific Targets: Academic targets: 85% or more students will be successful on the assessments, reflective of academic success in the general education curricula.

Strategies:

School Counseling Services

Description:

Comprehensive school counseling services in Grades K-12 address students' academic, personal, social/emotional, career domains in accordance with the ASCA model. Counseling services are multi-faceted and provide support for students in career readiness, academic, social/emotional, or at-risk behaviors. In accordance with the School Counseling Plan (Chapter 339) and the Career Readiness Standards required in Pennsylvania, each student must develop an individual career plan.

Research on School Counseling Effectiveness

.Source. <http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>)

Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

American School Counseling Association Standards

(ASCA). <https://www.schoolcounselor.org/asca/media/asca/home/SCCoMpetencies.pdf>

American School Counseling Association (ASCA) Model and

Resources. <https://www.schoolcounselor.org/school-counselors/asca-national-model/foundation>

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

Student Assistance Programs

Description:

The Student Assistance Program (SAP) provides a means to ensure that students who are struggling academically, behaviorally, or socially/emotionally obtain necessary supports for optimal success. Academic Support Teams (AST), used at the elementary level, and SAP implemented at the secondary level, examine ways to support student based on academic, social or academic needs. Schools develop teams that may include administrators, guidance counselors, social workers and teachers and student's parents convene to consider the needs of students with the intended goal to remove any barriers that impede student learning or success. Parents are an integral part of the process to keep them aware of the school's efforts and make them aware of how they can assist in their child's progress.

The Commonwealth of Pennsylvania's Student Assistance Program: Frequently Asked Questions and Best Practice Response. <https://sapiqrs.org/uploadedfiles/SAP-QA-BestPractice6-17-2011.pdf>

Pennsylvania Network of Student Assistance Programs: <http://pnsas.org/Portals/1/Uploaded%20Files/SAPbestpracticeguidelines-8-17-12.pdf>

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

Data Analysis

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. This guide provides a framework for using student achievement data to support instructional decision making for academic growth and achievement. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

Data Analysis for Academic Achievement, Growth and Closing the Achievement Gap:

PVAAS - See the attached PVAAS link to access data to understand growth and achievement in

PA <https://pvaas.sas.com/> <https://pvaas.sas.com/?ai=%2FdecisionDashboard.html%3Fad%3DPNBuYCbSbHgLklt%26as%3Da%26aj%3Dc%26ww%3D833%26w4%3D129>

eMetric provides data that indicates specific results on standardized assessments (Math, ELA or Science) <https://solutions1.emetric.net/PA/>

Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

Better Practices for Better Schools: Using Student Achievement Data to Support Instructional Decision Making - The National Association of Elementary School Principals (NAESP) provides this document that shares an overview of best practices in data use. <http://www.naesp.org/sites/default/files/Student%20Achievement%20blue.pdf>

Data Analysis for Attendance:

Student Attendance - The National Center of Educational Statistics provides a correlation between regular student attendance and student achievement. <https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>

Pennsylvania's Center for Safe Schools provides a website devoted to improving student attendance. <http://www.education.pa.gov/K-12/Safe%20Schools/Pages/Pennsylvania-School-Attendance-Improvement-and-Truancy-Reduction-Toolkit.aspx#tab-1>

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

Differentiated Instructional Practices: Teaching Diverse Learners

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Students may learn through different modalities and experiences. Varied methods of instruction will support all students' academic growth and achievement. Several other links also provide information regarding engaging instructional practices:

Learning Styles: Concepts and Evidence.
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf

WWC: Assisting Students Struggling with Reading. Response to Intervention and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction

Reexamined. <http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms. <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

Leading and Managing a Differentiated Classroom by Carol

Tomlinson. [https://s3.amazonaws.com/academia.edu.documents/42994356/ Carol Ann Tomlinson Marcia B. Imbeau Leading aBookSee.org.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1512503587&Signature=mcsQRUeJU1uBuLEUD1jLgAR4IU%3D&response-content-disposition=inline%3B%20filename%3D42994356.pdf](https://s3.amazonaws.com/academia.edu.documents/42994356/Carol%20Ann%20Tomlinson%20Marcia%20B.%20Imbeau%20Leading%20a%20Book%20See.org.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1512503587&Signature=mcsQRUeJU1uBuLEUD1jLgAR4IU%3D&response-content-disposition=inline%3B%20filename%3D42994356.pdf)

SAS Alignment: Instruction

Implementation Steps:

Review Academic Performance and Growth

Description:

Description: Academic achievement is the indicator for how well students perform; growth indicates that student are attaining skills, but may not necessarily be on grade level. As a district, it is our goal to enable all students to gain at least a year of growth every year in every subgroup. Using a variety of data, such as common, diagnostic, benchmark or standardized assessments, district staff will review student proficiency and areas of instructional need. Through this analysis, students can be identified for instructional areas of Math, English/ELA, Science or other needs and may receive additional instructional time, small group instruction, remediation, enrichment and/or for those identified, learning support instruction.

Professional development that will enhance implementation: 1) School administrators and content supervisors will work with teachers and departments using data to identify at-risk students by specific content areas. After identification, they will work collaboratively to determine the best means to support academic needs through individual, small group or large groups instruction or remediation. 2) Administrators will work with counselors to monitor and identify that seniors have earned appropriate credits for graduation.

Evidence: 1) Data will be utilized to determine students' proficiency to address academic needs through instruction and/or remediation. 2) The number of seniors earning credits to graduate from high school will maintain the current percentage or increase each year.

Start Date: 8/21/2018 **End Date:** 6/1/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis
- Differentiated Instructional Practices: Teaching Diverse Learners

Student Assistance Programs (AST/SAP)

Description:

The district will utilize elementary Academic Support Teams (AST) and secondary Student Academic Programs (SAP) to examine ways to support student's success based on academic, social/emotional, and attendance needs. All members on an AST or SAP team must attend specific training to ensure that strategies and procedures are consistently practiced by all members. School staff members on the teams may include administrators, guidance counselors, social workers, and teachers.

Services will be recommended through action plans and strategies to remove any obstacles that impede student learning. Students who receive SAP services may receive outside agency counseling services, in addition to school supports in place. If recommendations include remediation, teachers utilize a variety of methods to support these students, such as differentiated instruction, remediation, additional tutoring or instructional time to maximize each student's success.

Professional development that will enhance implementation: All members of the Elementary AST and Secondary SAP teams will receive updates for professional development to ensure consistent practices in identification and supports.

Evidence: Records will document that Student Assistance Plans (Elementary AST and Secondary SAP), Truancy Elimination Plans, Counseling Services, and other related services support individual student's needs.

Start Date: 8/21/2017 **End Date:** 6/15/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- School Counseling Services

- Student Assistance Programs

Attendance Monitoring

Description:

The district provides a K-12 comprehensive academic program. However, some students develop patterns of non-attendance that may factor into academic success. For students with attendance-related issues, administrators, counselors and the social worker(s) exercise a team approach and may recommend Student Assistance Program (SAP). If attendance is an issue, this team collaborates with the student and parent to monitor academic progress, student attendance, and sets attendance goals by developing a Student Attendance Improvement Plan (SAIP), according to the recommendations provided by Pennsylvania's Center for Safe Schools and Truancy Reduction Toolkit.

Professional development that will enhance implementation: SAIPs focus on student attendance issues and are developed under the guidance of school administration. Individuals writing SAIPs will be trained by administrators to incorporate the required components with the school and parents.

Evidence: Development and monitoring of individual Student Attendance Improvement Elimination Plans as deemed appropriate by an administrator and counselor

Start Date: 8/21/2018 **End Date:** 6/15/2023

Program Area(s): Student Services

Supported Strategies:

- School Counseling Services
- Data Analysis

Differentiated Instructional/Inclusion Practices

Description:

Students learn through different modalities; therefore, teachers must vary instruction to meet the needs of learners. In addition, teachers must utilize

data from a variety of assessments to determine the specific learning needs of students to address gaps in acquisition of skills. Teachers will utilize differentiated instruction methods in their classroom for student engagement and academic learning experiences. Varied lesson plans will indicate differentiation through the following areas: content, process and product. Teachers will utilize methods that support all students, including diverse students, who are in an inclusive setting. In so doing, students will have an opportunity to grade-level curriculum and differentiated instruction that will enable them to attain skills towards proficiency.

If teachers are provided with differentiated instruction, this will enable them to support instruction for diverse learners, - gifted education, special education, English Language Learners, - indeed all students within an inclusion setting.

Professional development that will enhance implementation: Professional development utilizing differentiated instruction will occur during district provided in-service days. Professional development may be provided in the content area or grade level in order for teachers to collaborate and plan the use of the instruction. District staff, IU staff or PaTTaN presenters may provide various sessions, based upon needs of our staff and students.

Evidence: Varied differentiated methods and strategies will be evident during instruction/lesson plans that support content-based instruction for individual, small and large group instruction.

Start Date: 8/21/2017 **End Date:** 6/15/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Data Analysis
- Differentiated Instructional Practices: Teaching Diverse Learners

Goal #2: Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

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.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: The Standards Aligned System (SAS) provides PA Core Standards, Common Core Standards, Specific Content Area Standards as the basis for curriculum.

Specific Targets: Curriculum will be written and stored for accessibility by all staff members to support units of instruction to ensure consistent focus and practices.

Type: Annual

Data Source: Written assessments aligned to content standards for all units of study and stored for staff accessibility.

Specific Targets: Assessments should measure student understanding and be revised to ensure appropriate rigor and Depth of Knowledge application are ascertained.

Strategies:

Data Analysis

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. This guide provides a framework for using student achievement data to support instructional decision making for academic growth and

achievement. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

Data Analysis for Academic Achievement, Growth and Closing the Achievement Gap:

PVAAS - See the attached PVAAS link to access data to understand growth and achievement in

PA <https://pvaas.sas.com/> <https://pvaas.sas.com/?ai=%2FdecisionDashboard.html%3Fad%3DPNBuYCbSbHgLklt%26as%3Da%26aj%3Dc%26ww%3D833%26w4%3D129>

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Better Practices for Better Schools: Using Student Achievement Data to Support Instructional Decision Making - The National Association of Elementary School Principals (NAESP) provides this document that shares an overview of best practices in data use. http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf

Data Analysis for Attendance:

Student Attendance - The National Center of Educational Statistics provides a correlation between regular student attendance and student achievement. <https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>

Pennsylvania's Center for Safe Schools provides a website devoted to improving student attendance. <http://www.education.pa.gov/K-12/Safe%20Schools/Pages/Pennsylvania-School-Attendance-Improvement-and-Truancy-Reduction-Toolkit.aspx#tab-1>

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

Differentiated Instructional Practices: Teaching Diverse Learners

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Students may learn through different modalities and experiences. Varied methods of instruction will support all students'

academic growth and achievement. Several other links also provide information regarding engaging instructional practices:

Learning Styles: Concepts and Evidence.

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf

WWC: Assisting Students Struggling with Reading. Response to Intervention and Multi-Tier Intervention in the Primary Grades

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Differentiated Instruction

Reexamined. <http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms. <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

Leading and Managing a Differentiated Classroom by Carol

Tomlinson. <https://s3.amazonaws.com/academia.edu.documents/42994356/CarolAnnTomlinsonMarciaBImbeauLeadingaBookSee.org.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1512503587&Signature=mcsQRUeJU1uBuLEUD1jKlGAR4IU%3D&response-content-disposition=inline%3B%20filename%3D42994356.pdf>

SAS Alignment: Instruction

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/TeacherModeration.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

Career Readiness: Exposure to Career and Post-Secondary Opportunities

Description:

PDE has provided the College and Career Standards to make students aware of needs within the workforce and prepare academically in the K-12 environment for their life after high school. Students will be supported in a comprehensive guidance program that encourages and leads career exploration, career interests and academic requirements for careers. Students will create an Individual Career Education Plan in accordance to the Counseling Services Plan (Chapter 339).

PA College and Career Readiness Standards. <http://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Education%20and%20Work%20Standards.pdf>

Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability. <http://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Readiness%20Guidance.pdf>

SAS Alignment: Standards, Instruction, Assessment, Curriculum Framework

Standards Aligned Curriculum

Description:

The district will establish a standards-aligned K-12 curriculum based on PA Core English/Language Arts, Math, and other identified standards for the purpose of instructional content.

Pennsylvania's Core Standards were incorporated into Chapter 4 and offer a set of rigorous, high-quality academic expectations in English Language Arts (Reading/Literacy) and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce. <http://www.pdesas.org/standard/PACore>)
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

Jay McTighe's curriculum framework has been utilized to develop standard-alignment by teachers to create Year-at-a-Glance, Unit-at-a-Glance, and Topics-at-a-Glance to focus instruction and lesson planning. Resources reference: <http://ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf>

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

On-Going Professional Development

Description:

Penn Manor School District seeks to provide ongoing professional development with staff to focus upon: a variety of topics that include, but may not be limited to: a) Aligning curriculum to state standards through mapping and instructional engagement; b) designing rigorous common/summative assessments; c) utilizing forms of data for analysis to drive instruction; d) providing differentiated instruction to meet the needs of all learners; e) integrating technology to enhance instruction, learner engagement, and relevance; f) incorporating STEM integration into academic experiences; g) ensuring Career Readiness experiences at all levels; h) identifying and utilizing best practices for at-risk students; i) utilize best practices for reading acquisition and literacy skills; j) society's impact on students and their education; k) ongoing state updates and initiatives, such as Mandatory Reporting and Suicide Prevention.

Evidence: Ongoing professional development will occur during in-service days prior to and during the school year based upon the needs of professional staff and students. Dates when the professional development occurs will be provided to professional staff.

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

Implementation Steps:

Standards Aligned Curriculum Cycle/Revision

Description:

The district will provide administrative and department/grade level review via a curriculum cycle as an ongoing process of content relevance. Various professional staff members will participate in the review of PA standards aligned curriculum and standards based assessment to ensure appropriate rigor. The Standards-Aligned System (SAS), a resource that provides the PA Core Standards in Reading and Math for students in Grades 3-8, in addition to the Science curricula, includes content, conceptual knowledge and vocabulary by which students are assessed on yearly standardized assessments. The district utilizes McTighe's

Understanding by Design (UbD) framework to develop its K-12 curricula through Year-at-a-Glance, Unit-at-a-Glance and Topic-at-a-Glance documents that includes the scope, sequence and pacing for instruction. All curriculum documents are retained on-line in Moodle, and are accessible by staff members for instructional use. Curriculum refinement is an ongoing focus of professional development days.

Professional development that will enhance implementation: District administrators and content supervisors will collaboratively establish a curriculum cycle by grade and course to write, revise and ensure curriculum is relevant and dynamic, in order to reflect the world in which our students will live.

Evidence –District curriculum will be written to align to state standards and revised in an ongoing basis. Summative unit assessments will align to curricula at all grade levels and content areas.

Start Date: 8/21/2018 **End Date:** 6/1/2022

Program Area(s): Professional Education

Supported Strategies:

- Career Readiness: Exposure to Career and Post-Secondary Opportunities
- Standards Aligned Curriculum
- On-Going Professional Development

Standards Aligned Assessments

Description:

Working in grade level teams or content departments, staff will develop/revise common summative unit assessments based on the anchors/standards, content and competencies recorded in each course/unit of study. Analysis of the data produced by the common assessments will indicate students' academic proficiency and areas of learning gaps. In addition, this data can be compared with standardized assessments for standards and academic rigor.

Professional development that will enhance implementation: Administrators and content supervisors will work in collaboration with grade or content teachers to examine standards for desired competencies and review/revise assessments for varied levels of Depth of Knowledge skill and application. In addition, item samplers in tested content areas can be utilized as a resource for similarities in assessment.

Evidence: District common assessments will be developed by teachers and utilized to assess students. Resulting data from these assessments will relate students' proficiency on standards/concepts and competencies.

Start Date: 8/21/2017 **End Date:** 6/15/2023

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis
- Standards Aligned Curriculum

Technology Coach Support for Instructional Programs, Applications, and Integration

Description:

The district utilizes Technology Coaches to prepare and support staff with continued professional development in the use of technology programs, updates, and applications that support their instruction. This may include, but not be limited to the Google Suite, Moodle, Sapphire Suite/student information system, and other technology programs. (All students in Grades 5-12 have access to a computer during daily instruction.) Technology is not an end unto itself, but is an avenue for students to engage in the content and expand the content's application.

Professional development that will enhance the implementation: Workshops are provided by the technology team and technology coaches on various programs and applications. Technology coaches will support instructional staff during faculty meetings and individually to ensure that methods of instruction using technology can be accessed or performed to engage students during instruction and application.

Evidence – Use of the Google Suite, Moodle, Sapphire Suite, and other technology related programs.

Start Date: 8/21/2018 **End Date:** 6/15/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiated Instructional Practices: Teaching Diverse Learners
- On-Going Professional Development

Differentiated Instructional/Inclusion Practices

Description:

Students learn through different modalities; therefore, teachers must vary instruction to meet the needs of learners. In addition, teachers must utilize data from a variety of assessments to determine the specific learning needs of students to address gaps in acquisition of skills. Teachers will utilize differentiated instruction methods in their classroom for student engagement and academic learning experiences. Varied lesson plans will indicate differentiation through the following areas: content, process and product. Teachers will utilize methods that support all students, including diverse students, who are in an inclusive setting. In so doing, students will have an opportunity to grade-level curriculum and differentiated instruction that will enable them to attain skills towards proficiency.

If teachers are provided with differentiated instruction, this will enable them to support instruction for diverse learners, - gifted education, special education, English Language Learners, - indeed all students within an inclusion setting.

Professional development that will enhance implementation: Professional development utilizing differentiated instruction will occur during district provided in-service days. Professional development may be provided in the content area or grade level in order for teachers to collaborate and plan the use of the instruction. District staff, IU staff or PaTTaN presenters may provide various sessions, based upon needs of our staff and students.

Evidence: Varied differentiated methods and strategies will be evident during instruction/lesson plans that support content-based instruction for individual, small and large group instruction.

Start Date: 8/21/2017 **End Date:** 6/15/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Differentiated Instructional Practices: Teaching Diverse Learners
- On-Going Professional Development

Career and Technology Center (CTC) Opportunities

Description:

The high school will ensure that students interested in Career and Technology Center (CTC) opportunities. The district participates with the Lancaster County CTC to offer presentations related to career-related training and certifications to prepare them for the workforce. Students are advised of academic prerequisites.

Professional development that will enhance implementation: Counselors will be apprised by the local CTC of programs that appeal to students. In addition, district teachers will visit the CTC to be cognizant of the instructional content of which our recommended students must master. This ongoing collaboration will increase the likelihood of success in programs for students recommended and accepted at the CTC.

Evidence: High school juniors and seniors have the opportunity to participate in presentations and site visits at the CTC. Students will confer with counselors and high school administration for recommendation to the CTC.

Start Date: 8/21/2018 **End Date:** 6/15/2023

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

Supported Strategies:

- Career Readiness: Exposure to Career and Post-Secondary Opportunities
- Standards Aligned Curriculum

Review Academic Performance and Growth

Description:

Description: Academic achievement is the indicator for how well students perform; growth indicates that student are attaining skills, but may not necessarily be on grade level. As a district, it is our goal to enable all students to gain at least a year of growth every year in every subgroup. Using a variety of data, such as common, diagnostic, benchmark or standardized assessments, district staff will review student proficiency and areas of instructional need. Through this analysis, students can be identified for instructional areas of Math, English/ELA, Science or other needs and may receive additional instructional time, small group instruction, remediation, enrichment and/or for those identified, learning support instruction.

Professional development that will enhance implementation: 1) School administrators and content supervisors will work with teachers and departments using data to identify at-risk students by specific content areas. After identification, they will work collaboratively to determine the best means to support academic needs through individual, small group or large groups instruction or remediation. 2) Administrators will work with counselors to monitor and identify that seniors have earned appropriate credits for graduation.

Evidence: 1) Data will be utilized to determine students' proficiency to address academic needs through instruction and/or remediation. 2) The number of seniors earning credits to graduate from high school will maintain the current percentage or increase each year.

Start Date: 8/21/2018 **End Date:** 6/1/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis
- Standards Aligned Curriculum

Language and Literacy Acquisition

Description:

Reading is a skill that will be essential throughout life to ensure academic and career success. Standards-aligned curriculum has been a continual focus of revision to ensure that students will be proficient readers, but teachers must be aware aware of the skills within each standard. At the elementary level, individual student's reading skills are ascertained assessing them, providing appropriate Lexile level text, and also, exposing students to text selections at their grade level. In so doing, students will gain important literacy skills that will also prepare them for standardized assessments. Specific skills, such as the Text Dependent Analysis ensures that students comprehend the text, compare and evaluate the reading.

English Learner students, who were native non-English speakers are provided with EL support teacher instruction. EL district staff members work with grade level or content teachers to share strategies that will support students' learning through concepts, despite the language challenges. Such strategies are available on the EL district curriculum Moodle site.

Professional Development that will enhance implementation: 1) The English supervisor, Reading coach, and district teachers will focus on reading skills that promote fluency, reading comprehension, and Collins Writing strategies to support students' literacy acquisition. Professional development may incorporate the utilization of the PA Core Reading/Literacy standards to focus on competencies expected by grade level. Sessions and focused skills may vary by grade level, as indicated in the standards. Discrete skills will be modeled, such as the Text Dependent Analysis by district staff for teaching staff. 2) EL staff will provide strategies to support students as they learn the English language and become proficient readers and writers. EL staff will explain strategies to support teachers instruction for EL learners.

Evidence: Students will indicate growth in reading proficiency based on common assessments, benchmarks and CDT data, as available. PVAAS data will be utilized to track yearly student performance.

Start Date: 8/21/2018 **End Date:** 6/1/2023

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis
- Differentiated Instructional Practices: Teaching Diverse Learners
- Standards Aligned Curriculum

Career Readiness: Post-Secondary Awareness and Opportunities

Description:

In accordance with Chapter 339 and the Career Readiness Indicator, students in Grades K-12 will be exposed to careers and transition opportunities through connections with businesses and career day. Students will view a variety of colleges during college day exposure, as well as provided with post-secondary education opportunities through comprehensive guidance support. Guidance counselors will create and maintain a comprehensive site for student and parent access to increase awareness of college services and application processes.

Evidence - involvement with career day, meetings with business owners, college applications

Start Date: 8/21/2017 **End Date:** 6/5/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Career Readiness: Exposure to Career and Post-Secondary Opportunities

Goal #3: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

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.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: High School Graduation Rates

Specific Targets: The district will maintain or increase the graduation rate by 1%. (Graduation rate for 2017 was 94.5.)

Strategies:

School Counseling Services

Description:

Comprehensive school counseling services in Grades K-12 address students' academic, personal, social/emotional, career domains in accordance with the ASCA model. Counseling services are multi-faceted and provide support for students in career readiness, academic, social/emotional, or at-risk behaviors. In accordance with the School Counseling Plan (Chapter 339) and the Career Readiness Standards required in Pennsylvania, each student must develop an individual career plan.

Research on School Counseling Effectiveness

.Source. <http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>)

Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

American School Counseling Association Standards

(ASCA). <https://www.schoolcounselor.org/asca/media/asca/home/SCCoMpetencies.pdf>

American School Counseling Association (ASCA) Model and

Resources. <https://www.schoolcounselor.org/school-counselors/asca-national-model/foundation>

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

Student Assistance Programs

Description:

The Student Assistance Program (SAP) provides a means to ensure that students who are struggling academically, behaviorally, or socially/emotionally obtain necessary supports for optimal success. Academic Support Teams (AST), used at the elementary level, and SAP implemented at the secondary level, examine ways to support student based on academic, social or academic needs. Schools develop teams that may include administrators, guidance counselors, social workers and teachers and student's parents convene to consider the needs of students with the intended goal to remove any barriers that impede student learning or success. Parents are an integral part of the process to keep them aware of the school's efforts and make them aware of how they can assist in their child's progress.

The Commonwealth of Pennsylvania's Student Assistance Program:

Frequently Asked Questions and Best Practice

Response. <https://sapiqrs.org/uploadedfiles/SAP-QA-BestPractice6-17-2011.pdf>

Pennsylvania Network of Student Assistance Programs:

<http://pnsas.org/Portals/1/Uploaded%20Files/SAPbestpracticeguidelines-8-17-12.pdf>

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

Data Analysis

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. This guide provides a framework for using student achievement data to support instructional decision making for academic growth and

achievement. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

Data Analysis for Academic Achievement, Growth and Closing the Achievement Gap:

PVAAS - See the attached PVAAS link to access data to understand growth and achievement in

PA <https://pvaas.sas.com/> <https://pvaas.sas.com/?ai=%2FdecisionDashboard.html%3Fad%3DPNBuYCbSbHgLklt%26as%3Da%26aj%3Dc%26ww%3D833%26w4%3D129>

eMetric provides data that indicates specific results on standardized assessments (Math, ELA or Science) <https://solutions1.emetric.net/PA/>

Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

Better Practices for Better Schools: Using Student Achievement Data to Support Instructional Decision Making - The National Association of Elementary School Principals (NAESP) provides this document that shares an overview of best practices in data use. <http://www.naesp.org/sites/default/files/Student%20Achievement%20blue.pdf>

Data Analysis for Attendance:

Student Attendance - The National Center of Educational Statistics provides a correlation between regular student attendance and student

achievement. <https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>

Pennsylvania's Center for Safe Schools provides a website devoted to improving student attendance. <http://www.education.pa.gov/K-12/Safe%20Schools/Pages/Pennsylvania-School-Attendance-Improvement-and-Truancy-Reduction-Toolkit.aspx#tab-1>

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

Career Readiness: Exposure to Career and Post-Secondary Opportunities

Description:

PDE has provided the College and Career Standards to make students aware of needs within the workforce and prepare academically in the K-12 environment for their life after high school. Students will be supported in a comprehensive guidance program that encourages and leads career exploration, career interests and academic requirements for careers. Students will create an Individual Career Education Plan in accordance to the Counseling Services Plan (Chapter 339).

PA College and Career Readiness Standards. <http://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Education%20and%20Work%20Standards.pdf>

Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability. <http://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Readiness%20Guidance.pdf>

SAS Alignment: Standards, Instruction, Assessment, Curriculum Framework

Implementation Steps:

Review Academic Performance and Growth

Description:

Description: Academic achievement is the indicator for how well students perform; growth indicates that students are attaining skills, but may not necessarily be on grade level. As a district, it is our goal to enable all students to gain at least a year of growth every year in every subgroup. Using a variety of data, such as common, diagnostic, benchmark or standardized assessments, district staff will review student proficiency and areas of instructional need. Through this analysis, students can be identified for instructional areas of Math, English/ELA, Science or other needs and may receive additional instructional time, small group instruction, remediation, enrichment and/or for those identified, learning support instruction.

Professional development that will enhance implementation: 1) School administrators and content supervisors will work with teachers and departments using data to identify at-risk students by specific content areas. After identification, they will work collaboratively to determine the best means to support academic needs through individual, small group or large groups instruction or remediation. 2) Administrators will work with counselors to monitor and identify that seniors have earned appropriate credits for graduation.

Evidence: 1) Data will be utilized to determine students' proficiency to address academic needs through instruction and/or remediation. 2) The number of seniors earning credits to graduate from high school will maintain the current percentage or increase each year.

Start Date: 8/21/2018 **End Date:** 6/1/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Student Assistance Programs
- Data Analysis

Graduation Rate/Attendance Monitoring

Description:

To ensure that graduation rates will continue to rise, the high school will continue to focus their life after the high school experience.

With the intent to enable high school graduation, student attendance will be monitored to provide necessary supports to encourage all students to earn sufficient credits to attain a high school diploma.

Evidence: Students will earn sufficient credits to earn a high school diploma; high school graduation rates will continue to rise.

Start Date: 8/21/2017 **End Date:** 6/15/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- School Counseling Services
- Data Analysis

Student Assistance Programs (AST/SAP)

Description:

The district will utilize elementary Academic Support Teams (AST) and secondary Student Academic Programs (SAP) to examine ways to support student's success based on academic, social/emotional, and attendance needs. All members on an AST or SAP team must attend specific training to ensure that strategies and procedures are consistently practiced by all members. School staff members on the teams may include administrators, guidance counselors, social workers, and teachers.

Services will be recommended through action plans and strategies to remove any obstacles that impede student learning. Students who receive SAP services may receive outside agency counseling services, in addition to school supports in place. If recommendations include remediation, teachers utilize a variety of methods to support these students, such as differentiated instruction, remediation, additional tutoring or instructional time to maximize each student's success.

Professional development that will enhance implementation: All members of the Elementary AST and Secondary SAP teams will receive updates for professional development to ensure consistent practices in identification and supports.

Evidence: Records will document that Student Assistance Plans (Elementary AST and Secondary SAP), Truancy Elimination Plans, Counseling Services, and other related services support individual student's needs.

Start Date: 8/21/2017 **End Date:** 6/15/2023

Program Area(s): Professional Education, Student Services

Supported Strategies:

- School Counseling Services
- Student Assistance Programs
- Data Analysis

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Penn Manor SD.

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer