

Mifflin County SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

201 Eighth St - Highland Park
Lewistown, PA 17044
(717)248-0148
Superintendent: James Estep
Director of Special Education: Cindi Marsh

Planning Process

The Mifflin County School District will develop its Comprehensive Plan by assembling teams of stakeholders, conducting a thorough needs assessment and prioritizing strengths and needs to drive growth. The District will begin by addressing the district-wide component of the comprehensive plan by answering the district level guiding questions to help identify district accomplishments and systemic challenges. The larger Comprehensive Planning Committee will use this information to generate goals, strategies and action plans that will guide the district. Each Title 1 school will develop a school-level comprehensive plan that aligns with the district's comprehensive goals. School-level plans will also identify accomplishments and systemic challenges and will generate school specific goals, strategies and action plans.

Mission Statement

Educate each student to meet life's challenges.

Vision Statement

- We envision an innovative, stimulating, and exciting school community where all participants are actively engaged in learning in a safe and secure environment.
- We offer an excellent educational opportunity where each student acquires the skills necessary to maximize potential and enhance creative thinking. Each student is challenged and prepared to become a lifelong learner in a global society.
- We commit to continuous growth and utilization of best practices in assessment and instruction and in the application of technology.
- We model the "Twelve Traits of Character," embrace diversity and demonstrate responsible citizenship.

Shared Values

We believe:

- Academic achievement for all students is the district's compelling purpose.
- The district must provide all students with the opportunity to maximize their talents and abilities.
- Research-based assessments must be included to identify student potential and to drive instruction.
- Differentiated instruction is essential for all students to progress in their learning.
- Students learn best in a safe and secure environment.
- High expectations are the collective responsibility of students, parents, educators, and community members.
- Strong character directly and positively affects performance and success.
- An effective educational system anticipates, plans and acts in response to a changing world.
- Sound financial management is necessary to support education.

Educational Community

Mifflin County School District is a rural district serving approximately 5400 student in grades K-12. The district offers brick and mortar, career and technology education online and distance education to meet students learning needs. The organizational structure of the Mifflin County School District is as follows:

- 4 - Elementary Schools (Grades K-3)
- 2 - Intermediate Schools (Grades 4-5)
- 1 - Middle School (Grades 6-7)
- 1 - Junior High School (Grades 8-9)
- 1 - High School (Grades 10-12)

The planned courses of instruction and assessment programs are matched to the state requirements under Chapter 4 for our primary, intermediate, middle, junior high and high school programs. The state and district benchmarks and/or local assessments have been developed or adopted to address the Pennsylvania Academic Standards. Monitoring of the programs and data analysis of the results will be completed at each grade level according to descriptions outlined in our district's assessment action plan.

Mifflin County has a census poor rate of 23.45% and an economically disadvantaged (free/reduced lunch) rate from 41%-78%. Mifflin County School District student demographics are .5% English language learners, 16.9% special education, 95% white, 2.5% African American, 1.8% Hispanic, and .1% American Indian.

Community agencies and organizations have been strong allies and partners in supporting the educational programming within the schools and offer additional resources and prevention-based programs.

Planning Committee

Name	Role
James Estep	Administrator : Professional Education Special Education Schoolwide Plan
Frank Miller	Administrator : Professional Education
Vance Varner	Administrator : Professional Education Special Education
Marylou M. Sigler	Board Member : Special Education
E. Terry Styers	Board Member : Professional Education
Jennifer Macknair	Building Principal : Professional Education
Richie Picciurro	Business Representative : Professional Education
Robert Rupert	Business Representative : Professional Education
Allison Fisher	Community Representative : Professional Education
Mary Lou Sigler	Community Representative : Professional Education
Stephanie Moon	Ed Specialist - Instructional Technology : Professional Education
Gordon Hall	Ed Specialist - School Psychologist : Professional Education
Rebekah Wyland	Ed Specialist - School Psychologist : Professional Education Special Education
Jen Esh	Elementary School Teacher - Regular Education :

	Professional Education
Jennifer Knode	Elementary School Teacher - Regular Education : Professional Education
Leslie Sweeney	Elementary School Teacher - Regular Education : Professional Education Special Education
Melody Hassinger	High School Teacher - Regular Education : Professional Education
Amy Remy	High School Teacher - Regular Education : Professional Education
Jade Ruble	High School Teacher - Regular Education : Professional Education
Abigail Goss	High School Teacher - Special Education : Professional Education Special Education
Rhonda Daddario	Middle School Teacher - Regular Education : Professional Education
Noah Miller	Middle School Teacher - Regular Education : Professional Education
Wagner Heather	Parent : Professional Education Special Education
Mandy Maxwell	Parent : Professional Education
Cindi Marsh	Special Education Director/Specialist : Professional Education Special Education
Jennifer Mitchell	Student Curriculum Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
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	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Needs Improvement	Needs Improvement
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

The district is working diligently to map and align the standards noted above as needs improvement. A K-12 Curriculum Committee has been created and tasked with developing a rolling timeline to review all district curriculum. The district has also recently created the position of Coordinator of Schoolwide Curriculum, Instruction and Professional Development to help facilitate and lead our K-12 teachers efforts in mapping and alignment of MCSD curriculum to standard.

Elementary Education-Intermediate Level

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

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

The district is working diligently to map and align the standards noted above as needs improvement. A K-12 Curriculum Committee has been created and tasked with developing a rolling timeline to review all district curriculum. The district has also recently created the position of Coordinator of Schoolwide Curriculum, Instruction and Professional Development to help facilitate and lead our K-12 teachers efforts in mapping and alignment of MCSD curriculum to 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	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing

Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

The district is working diligently to map and align the standards noted above as needs improvement. A K-12 Curriculum Committee has been created and tasked with developing a rolling timeline to review all district curriculum. The district has also recently created the position of Coordinator of Schoolwide Curriculum, Instruction and Professional Development to help facilitate and lead our K-12 teachers efforts in mapping and alignment of MCSD curriculum to standards.

High School Level

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

Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

The district is working diligently to map and align the standards noted above as needs improvement. A K-12 Curriculum Committee has been created and tasked with developing a rolling timeline to review all district curriculum. The district has also recently created the position of Coordinator of Schoolwide Curriculum, Instruction and Professional Development to help facilitate and lead our K-12 teachers efforts in mapping and alignment of MCSD curriculum to standard. While many of these are marked as developing, please note that all teachers are required to submit a checklist and/or documentation that outlines how all unit plans are aligned to PA Core Standards.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

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:

Coordinator of Schoolwide Curriculum, Instruction, and Professional Development collaborates monthly with K-12 Professional Development Committee and K-12 Curriculum Committee to ensure that updated & aligned planned courses and units address the PA Core Standards. Curriculum will be developed and housed on Chalk.com to ensure that needed instructional time, materials, activities are identified, relationships between course objectives are identified and that all courses have procedures for measurement of mastery. Instructional leaders will monitor and support curriculum needs through walkthroughs, traditional observations and formal TET observations.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Coordinator of Schoolwide Curriculum, Instruction, and Professional Development collaborates monthly with K-12 Professional Development Committee and K-12 Curriculum Committee to ensure that updated & aligned planned courses and units address the PA Core Standards. Curriculum will be developed and housed on Chalk.com to ensure that needed instructional time, materials, activities are identified, relationships between course objectives are identified and that all courses have procedures for measurement of mastery. Instructional leaders will monitor and support curriculum needs through walkthroughs, traditional observations and formal TET observations.

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:

Coordinator of Schoolwide Curriculum, Instruction, and Professional Development collaborates monthly with K-12 Professional Development Committee and K-12 Curriculum Committee to ensure that updated & aligned planned courses and units address the PA Core Standards. Curriculum will be developed and housed on Chalk.com to ensure that needed instructional time, materials, activities are identified, relationships between course objectives are identified and that all courses have procedures for measurement of mastery. Instructional leaders will monitor and support curriculum needs through walkthroughs, traditional observations and formal TET observations.

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	Developing

studies to be achieved by all students are identified for each subject area.	
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:

Coordinator of Schoolwide Curriculum, Instruction, and Professional Development collaborates monthly with K-12 Professional Development Committee and K-12 Curriculum Committee to ensure that updated & aligned planned courses and units address the PA Core Standards. Curriculum will be developed and housed on Chalk.com to ensure that needed instructional time, materials, activities are identified, relationships between course objectives are identified and that all courses have procedures for measurement of mastery. Instructional leaders will monitor and support curriculum needs through walkthroughs, traditional observations and formal TET observations. With the implementation of PLN and other professional development priorities we are moving closer to full implementation in each of these curriculum characteristics.

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

This narrative is empty.

Modification and Accommodations

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

All courses will be refined to include universal design principles to allow for modifications and accommodations to allow all students to access and master the PA Core Curriculum.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

All teachers will be involved in annual evaluation (Traditional, Portfolio or Teacher Effectiveness). Teachers will also be supported in their practice through HEAT walkthroughs, informal observations, optional instructions, technology and literacy coaching. These combined supports will help teachers refine their instructional delivery and use best practices.

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

We are currently transitioning to the new Danielson model and a differentiated supervision plan to improve teacher effectiveness. Peer Evaluation and Coaching may be added to the differentiated supervision plan as a future strategy as teachers become more familiar with the model. Lesson planning review will be addressed by instructional level. Lesson planning review by instructional coach and department heads will be articulated in writing so that it is not used in planning and refinement manner and not a supervisory one.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

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

Recruitment

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

The Mifflin County School District implements the strategies listed below 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:

- Utilizes local funds to recruit teachers at state-wide and local job fairs
- Advertises in local papers and on state wide websites such as PAREAP and Penn Link
- Works with local universities and colleges to recruit new teachers
- Facilitates a timely recruitment process, especially in hard-to-fill areas
- Considers strong student teacher and substitute candidates for open positions
- Implements a district-wide equity plan to ensure the assignment of effective and highly qualified teachers to students with greatest need.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English			
Mathematics			

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

Graduation Requirement Specifics

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

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

Unchecked answers

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

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

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

Local Assessments

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

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	X
Keystone Exams			X	X
DIBELS Next	X	X		
MAP			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
MAP			X	X
DIBELS Next	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
DIBELS Next	X	X		
MAP			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS Next	X	X		
Quick Phonics Screener	X	X		
Phonological Screener	X			

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X		
Intermediate Unit Review				
LEA Administration Review	X	X	X	X

Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

At the high school level this is done by building administration in the teacher supervision process.

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.

N/A

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 uses various electronic systems to collect analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams. DIBELS Next= Vport, MAP-NWEA data system, Pearson GRADE- Data Liaison and Data Coach assist in the dissemination of assessment data.

Data Informed Instruction

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

Assessment information is used to identify students in need of intervention, differentiation, flexible grouping and remediation.

Assessment Data Uses

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

Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

All buildings/grade levels have regularly scheduled data team meetings to address student learning, growth and instructional changes. At the middle and High School levels, data teams use MAP and GRADE data to help determine deficiencies. All data is shared with classroom teachers. Additional planning is underway to articulate the sharing of assessment data with families and all students.

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

Through local and State initiatives (KTO, Project Leads, instructional coaching) teachers are learning and incorporating instructional strategies to help improve mastery of standards. The District is aligning curriculum with the new PA Core Standards.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

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.

All schools will use assessment data to develop and refine plans that address student achievement and additional learning challenges such as abuse, neglect, bullying, drugs/alcohol, English language acquisition, parent involvement, migrant/homeless status, grief/loss, mental health, cultural diversity, divorce, illness, nutrition, violence etc. Each school will use achievement data, surveys, perceptual data and information from community partners to plan support systems to help students overcome these barriers. Schools will provide assistance through the Child Study Team process, Student Assistance Program, guidance counselors, consultants, parent and family involvement programming, Project YES, Big Brothers/Big Sisters.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	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
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:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

Mifflin County School District posts the annual notification of child identification in the newspaper, student handbook and the district website.

This annual notification includes:

- A description of gifted services and programs available and the needs of the children served by these services and programs.
- The purpose, time and location of screening activities
- A description of how to request that the district initiate screening and evaluation activities for a child
- An explanation of the confidentiality protections for information regarding a specific child.

Teachers are provided training on the identification of students.

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 screening and identification process for gifted education begins at entry to kindergarten until graduation. Recommendations can be made by teachers and/or parents. A request for an evaluation results in an evaluation by the school psychologist. A gifted education planning team meeting is held, and a decision is made on eligibility of services through the GMDT process.

Data is compared to predetermine multiple criteria for gifted potential/performance. The process may include the following information, to the extent available:

- medical history
- readiness/developmental tests
- achievement tests
- ability tests
- intelligence tests
- anecdotal information-parent, educator, other

- subject area assessment (e.g. student portfolio)
- curriculum based assessment
- college aptitude test
- extracurricular academic performance/achievements
- rating scales
- interest inventories
- cumulative records
- parent inventories
- health records
- report cards
- subject assessments of cognitive functioning

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

Eligibility for mentally gifted services is determined through an evaluation which considers multiple factors. The evaluation includes individually administered assessment of cognitive ability, an individually administered academic achievement assessment, parent and teacher input, a review of historical classroom performance and performance on local/state assessments, and a review of student's work in the classroom.

Factors considered to determine a student's eligibility and need for mentally gifted services include:

- Intellectual abilities of 130 or above, as determined by an individually administered cognitive assessment. Due to inherent measurement error present in all standardized cognitive assessments, the range of scores encompassed by the 95% confidence interval is considered.
- Above grade level achievement in one or more subject, as measured by scores of 1.5, or higher, standard deviations above the norm on standardized assessments.
- High rates of acquisition and retention of new content based on classroom, local, and state assessments.
- Early, measured or demonstrated, use of higher order thinking skills, academic creativity, leadership, foreign language aptitude, intense domain specific interest, or communication skills.

- Strong evidence of specialized skills, interests, or aptitudes based on very high scores on a gifted rating scale, parent and teacher observations, or product/portfolios.

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

Students within the Mifflin County School District who are eligible for the gifted program have a variety of opportunities to be enriched and/or accelerated. They are offered a continuum of services appropriate for the student.

Available options include but are not limited to:

- In-depth learning experiences that provide interaction with new ideas, skills, and topics that enhance the curriculum.
 - These experiences are based on individual student strengths, interests, and needs.
 - Aligned to grade/course/instructional level standards
- Combined/Multigrade classroom interventions
- Curriculum compacting
- Advanced Placement
- Online coursework
- Concurrent/Dual Enrollment
- Opportunities that go beyond the programs of the general curriculum, such as:
 - Science Olympiad
 - STEM competition
 - Odyssey of the Mind
 - Leadership Academy

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling			X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention				

Career Awareness	X	X	X	X
Career Development/Planning				
Coaching/Mentoring	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		
Health and Wellness Curriculum				
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X			
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

We are in the early stages of developing out guidance curriculum and Chapter 339 Plan. It is anticipated that board approval of these items will occur during the 2017-18 school year. RTII/MTSS is being implemented in the area of literacy in our K-3 buildings. We are hoping to continue to refine this process and continue implementation at the intermediate and secondary levels.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X		
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		
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development	X	X		
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
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				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
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		
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
--	------------	------------	-----------	-----------

Individual Meetings				
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		
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Classroom teachers meet with intervention teachers and specialists during Child Study Meetings, Student Assistance Program meetings, Student Intervention Response meetings, pre-specified planning times, at grade level meetings and department meetings to determine students needs and academic growth. Collaboration is encouraged to be both formal and informal and is regularly communicated to stakeholders and the instructional leader in writing.

Community Coordination

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

1. Child care

2. After school programs
3. Youth workforce development programs
4. Tutoring

The district partners with PreK and childcare centers in the county to coordinate child care, transportation, youth programs, after school work, and tutoring and mentoring programs. Agencies meet quarterly as part of the Local Advisory Committee, Kindergarten Transition Team, Communities that Care, Keystones to Opportunity Local Literacy Plan team and United Way. The school district partners with community agencies to provide cross training, professional development, communicate with parents and families, kindergarten readiness workshops. The district partners with the Lumina center, Big Brothers/Big Sisters, and other agencies to provide after school homework help, tutoring and mentoring programs for students.

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.

The LEA coordinates with the Tuscarora Intermediate Unit and agencies that serve pre school children with disabilities to transition students to the LEA. The LEA attends early intervention meetings, IEP meetings and early childhood agency meetings to ensure students have appropriate physical and academic support upon entrance to kindergarten. Transition to kindergarten meetings for student with disabilities are held in February of each school year and planning for supports and services for these students begins at that time. In accordance with special education regulations, the school district will conduct a multidisciplinary evaluation to determine eligibility for school age special education programming. If, after the evaluation, it is determined that the students will require special education services and supports, an Individualized Education Program is developed for the student. This entire process occurs in the spring of the school year, and prior to the start of kindergarten. All partners are involved with this process, including parents/guardians, preschool personnel, and school district personnel. This process allows for a smooth transition to kindergarten.

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

Provide explanation for processes used to ensure Accomplishment.

The district annually evaluates programs and materials to ensure that materials are accessible for teachers and students, are high quality and in significant quantity and that they align with the academic standards. The district ensures that materials allow for differentiation and are equitably allocated by reviewing staffing, enrollment and demographic data.

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

Provide explanation for processes used to ensure Accomplishment.

The district annually evaluates programs and materials to ensure that materials are accessible for teachers and students, are high quality and in significant quantity and that they align with the academic standards. The district ensures that materials allow for differentiation and are equitably allocated by reviewing staffing, enrollment and demographic data.

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.

The district annually reviews staffing, enrollment and demographic data to help align materials to the academic standards and to equitably distribute materials to students and teachers. Feedback from teachers and instructional leaders will be used to help ensure Accomplishment.

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.

The district annually reviews staffing, enrollment and demographic data to help align materials to the academic standards and to equitably distribute materials to students and teachers. Feedback from teachers and instructional leaders will be used to help ensure Accomplishment.

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	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
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	Not Applicable
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Early Elementary has used available SAS resources to begin the planning process. Additional professional development and exploration of SAS content will allow us to use the resources more heavily as the site is developed.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and	Not Applicable

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

Further explanation for columns selected "

Intermediate Elementary has used available SAS resources to begin the planning process. Additional professional development and exploration of SAS content will allow us to use the resources more heavily as the site is developed.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in less than 50% 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 less than 50% of district classrooms
PA Core Standards: Mathematics	Full Implementation

Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% 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	Full Implementation
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not answered
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

The middle level has used available SAS resources to begin the planning process. Additional professional development and exploration of SAS content will allow us to use the resources more heavily as the site is developed.

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	Full Implementation
PA Core Standards: Mathematics	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Not Applicable

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

Further explanation for columns selected "

The high school level has used available SAS resources as part of their planning process. Additional professional development and exploration of SAS content will allow us to use the resources more heavily as the site is developed.

Early Warning System

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

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

Professional Education

Characteristics

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

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

The district's administrators and professional development committee are committed to ensuring that professional development is aligned with improving educator's instructional delivery and is selected based on research-based effective practices such as using ongoing, in-depth professional development such as professional learning communities and instructional coaching.

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

Additional development of professional development offerings to support aligned with the educator's certification/assignment and attention to intervention strategies will be extended to the high school level.

The district is interested in pursuing professional development around the identification of and the evidence based practice in teaching gifted students.

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:
7/31/2013 TIU 11
8/22/2016 Online training provided for new staff
The LEA plans to conduct the required training on approximately:

8/22/2016 Online training provided for new staff
--

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

Questions
The LEA has conducted the training on:
11/12/2015
The LEA plans to conduct the training on approximately:
11/3/2016 LEA will provide training over the next five years to meet this requirement

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

Unchecked answers

None.

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

Annual needs assessments and surveys of teachers and administrators, disaggregated student data, observations and walkthrough data will be used annually to ensure that Professional Development activities target areas that need to be strengthened. The professional development committee will review professional development activities to ensure that they align with the strategies outlined in the comprehensive plan. The LEA will choose providers that demonstrate use of evidence-based effective practices and will monitor implementation of professional development practices through it's walkthrough and observation process.

A goal of the K-12 Professional Development Committee is to help support the development and full analysis of LEA and school level needs assessments for grades K-12.

A strength is evaluating the data at a building and classroom level, but we need to support the implementation of a K-12 data team. The team will look for historical trends in student performance across disaggregated student data.

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

The district will work to incorporate additional evaluations to measure and track changes in teacher practice, which will be used to validate the overall effectiveness of the professional development initiatives. The district will also schedule professional development in ways that allow for ongoing support to teachers regarding implementation of district professional development goals.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

The Mifflin County School District recognizes the essential importance of assisting new and beginning teachers with the transition into the teaching profession and/or the local school district as a regular professional educator.

The year-long induction program will consist of the following components:

Attendance at TIU#11 New Teacher Orientation program

Attendance at all New Teacher Induction meetings held throughout the school year

A building mentor-

ship program, whereby professional skills and building procedures are monitored and appropriate supervision given to the inductee.

Provide mentoring in the following:

- a. Effective learning theories and instructional models
- b. Classroom management/discipline procedures
- c. First day, first week classroom procedures
- d. Record keeping procedures
 - e. Handling student differences
- f. Student evaluation
- g. Parental relationships
- h. Access to and procurement of instructional materials/equipment
 - i. Business office procedures
 - j. Lesson planning procedures
 - k. Public relations

Six (6) Peer Classroom Observations

To maintain a portfolio, which includes, but is not limited to:

1. The meeting log.
2. Copies of meeting agendas
3. Reflections regarding 6 classroom visits that occurred throughout the school year.
4. Other suggested items:
 - a. Journal articles of interest
 - b. Faculty meeting agendas and notes

- c. Photographs of classroom items used for instruction
- 5. The portfolio is shared during the last New Teacher Induction meeting.

The building administrator/supervisor will conference with the new teacher several times throughout the school year. In addition, he/she will formally observe the teacher four (4) times, twice each semester. Instructional I certificated employees will be evaluated utilizing the new Teacher Effectiveness documents. Inductees will attend monthly induction meetings, work with their mentor teacher and provide documentation of the completion of their induction requirements. Direct supervisors and the superintendent will review documentation to ensure each of the strategies above has been satisfactorily met.

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).
- Checklist of Induction Discussions

- Peer Classroom Observation Reflection
- Teacher Induction Program Evaluation Inductee
- Teacher Induction Program Evaluation Mentor
- Teacher Induction Program Evaluation Administrator
- Portfolio Share

Unchecked answers

None.

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

The Mifflin County School District recognizes the essential importance of assisting new and beginning teachers with the transition into the teaching profession and/or the local school district as a regular professional educator. The influence of the classroom teacher on student learning can only be maximized by the quality of support provided by fellow administrators and colleagues. The new teacher Induction Program seeks to ensure that every effort is being made to make this transition for the new teacher as educational and informative as possible. In order to provide for such an objective, the emphasis of the program must focus on the needs of the new teacher, because to improve the art of teaching is to improve the art of learning.

Inductees work closely with their mentor teacher to address district procedures, processes, instructional delivery and research-based practices, and assessment data/student learning. Inductees meet regularly with their mentor and both provide written documentation of topics covered. Reports are submitted to the direct supervisor and superintendent for review.

An integral part of both tenured and non-tenured staffs' employment in the school district is continuous appraisal by their supervisors of their ability to meet essential performance expectations. The appraisal of these essential expectations will typically be made through a supervisor's frequent contact and interaction with the staff member.

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.
- Mentors must demonstrate a positive attitude and sense of cooperation for meeting established District and building level goals and expectations
- Mentors must demonstrated belief in a student's ability to succeed.
- Mentors, if possible, have completed PLN course work.

Unchecked answers

None.

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

Mentors are selected by the building principal and submitted to the Superintendent for approval before mentor is board approved and notified of their duties.

The building principal is responsible for overseeing the Induction Program in his/her school to assure mentors are meeting all Mentor Responsibilities defined in the Mifflin County School District New Teacher Induction Plan.

Mentor

Teacher's responsibilities will include:

Establishing a supportive relationship with the inductee.

Providing peer coaching in effective teaching skills.

Helping the inductee identify specific needs and helping to address those needs.

Meeting with the inductee at least one day prior to the inductee's first day with students.

Establishing bi-monthly formal meetings with the inductee (as well as informal meetings as needed).

Arranging classroom observations (mutual exchange between mentor and inductee, and/or observations of other teachers). Six observation experiences need to be accomplished by the inductee. Goal setting, discussion and reflections are to be discussed between the inductee and the teacher mentor.

Reviewing and discussing discipline approaches with the inductee.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

Topics may be addressed in formal induction meetings, mentor/mentee discussions and peer classroom observations. A checklist of induction discussions is to be completed by the mentor and submitted with the inductee's Professional Portfolio. A total of six peer classroom observation reflections will also be collected within the Professional Portfolio.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The New Teacher Induction Program is required for all first-year teachers and all newly employed professional personnel, who have not gone through a Pennsylvania induction program. This program is designed for a full school year.

Roles/Responsibilities of the professional educator who participates in this program:

To attend all scheduled meetings with mentors (when applicable) and Induction Team.

To maintain a log of meetings and copies of agendas.

To work with mentors and Induction Team to identify and address specific needs for success.

To maintain a portfolio, which includes, but is not limited to:

1. The meeting log.
2. Copies of meeting agendas
3. Reflections regarding 6 classroom visits that occurred throughout the school year.
4. Other suggested items:

- a. Journal articles of interest
 - b. Faculty meeting agendas and notes
 - c. Photographs of classroom items used for instruction
5. The portfolio is shared during the last New Teacher Induction meeting. The building administrator/supervisor will conference with the new teacher several times throughout the school year. In addition, he/she will formally observe the teacher four (4) times, twice each semester. Instructional I certificated employees will be evaluated utilizing the new Teacher Effectiveness documents. Participants in the New Teacher Induction Plan will conclude all responsibilities by May 4th of the school year. Extensions beyond the deadline will be negotiated by the new professional employee and the administrator/supervisor.
- The Mifflin County School District will also monitor and evaluate the effectiveness of its New Teacher Induction Plan by annually reviewing and reflecting on the following Program Evaluation forms:
- Teacher Induction Program Program Evaluation - Inductee
 Teacher Induction Program Program Evaluation -Mentor
 Teacher Induction Program Program Evaluation - Administrator

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: **732**

Identification Method

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

Based on Chapter 14 regulations that were passed in July 2008 and the guidance provided by the document titled PA Guidelines for Identifying Students with Specific Learning Disabilities dated August 2008, the school psychologists of the Mifflin County School District adopt the following policy that is based on the aforementioned regulations/recommendations with consideration given to best practices in the field of school psychology. The methods outlined in this procedure will be utilized when making recommendations for determinations of disability for the category of Specific Learning Disability (SLD). The district addresses whether or not the child has achieved adequately for the child's age or if the child has met grade level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculations, or mathematics problem solving.

1. The option that will be utilized for SLD identification will be Pattern of Strengths and Weaknesses/Discrepancy Model.
2. Discrepancy Model guidelines
 - a. School psychologists will utilize data from standardized, norm referenced assessments of intellectual ability and academic achievement to calculate discrepancies.
 - b. When calculating a discrepancy between intellectual ability and academic achievement, the psychologists will utilize the Predicted Achievement approach for determining statistical significance.
 - c. When calculating a discrepancy for IQ/Achievement, only age-based norms will be used.
 - d. The significance level (p-value) used to determine statistical significance is .01.
 - e. If base-rate data is available, a difference that occurs in 10% or less of the normative group is considered rare.
3. Pattern of Strengths and Weaknesses guidelines
 - a. If a student's profile of scores does not reveal any significant and/or rare differences in the IQ/Achievement analyses, the school psychologist will examine the student's score profile for a pattern of strengths and weaknesses.
 - b. A 95% confidence interval will be constructed around achievement scores.

- c. In examining a pattern of strengths and weaknesses, a score will be considered a weakness if the confidence interval of the lower score does not overlap the confidence interval of the higher scores.
 - d. The team also determines whether or not the pattern of strengths and weaknesses, relative to age or grade, are not a factor of visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage or limited English proficiency.
4. For a student to be identified with SLD, the student must not only display a significant discrepancy or weakness in a given area, but the achievement score in that area must also be significantly below age or grade level expectations. Significantly below age or grade level means that the percentile rank must fall below the 10th percentile.

The district addresses whether or not the child has had adequate and appropriate instruction in reading or mathematics by considering that information as a part of the referral and evaluation process. Classroom observations are a routine part of the evaluative process, as well as a listing of interventions that have been attempted with the student prior to identification as SLD.

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 one disability category where there is significant disproportionality is in the category of speech and language impairment. Speech therapists are identifying students with multiple articulation errors. Multiple articulation errors, along with difficulty with language skills, often interfere with developing reading skills. A majority of the students identified as speech and language impaired are in the K-5 age range. Through this process, the therapists work with the classroom teachers to use reading materials and commonly used sight words as part of the therapy process to provide classroom connection to reading and language skills.

The Director of Student Services has conducted and will continue to conduct meetings with the speech and language therapists to discuss when would be appropriate times to consider dismissing students. Speech therapists are also provided time to discuss particular cases and determine the appropriate course of action from both an educational and therapeutic standpoint.

Non-Resident Students Oversight

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

The District would meet its obligation under Section 1306 of the Public School Code as a host district for the students at a residential treatment facility located within district boundaries by making efforts to insure that students are educated in the public schools to the greatest extent possible. The District would provide education for each of the students from the facility through the special education programs available within the District. Because all students would attend the public school system in the Mifflin County School District, they would receive a free appropriate public education in the least restrictive environment. All students from the facility would be attending public school as the first option. The barriers that could exist which limit the District's ability to meet its obligation include having little lead time when a new student enters the facility. Often in these situations, the district is unaware of a potential admission until a day or two before the student arrives. This makes it difficult to have programming and staffing in place in a manner which would make the student's transition easier. A further barrier is the extent that students exhibit violent or aggressive behaviors. Though the district has successfully dealt with these types of behaviors in the past, it would be prudent to look at alternate means to educate students with more extreme needs.

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).

An oversight system has been developed between PDE, the Mifflin County School District, and the warden at Mifflin County Correctional Facility. When inmates under the age of 21 years are assigned to the MCCF for any part of their sentence, an intake form is completed by the MCCF staff. The form ascertains the level of education that the inmate has previously received. If the inmate is eligible for educational services, the administrative assistant at the MCCF forwards the J-3 form via facsimile to the Director of Student Services for the MCSD at the Administration Building.

Since the number of individuals involved is low, the form is typically forwarded as soon as it is completed at the MCCF. The Director then contacts the administrator who works with the Alpha program, which is run by the district to provide instructional materials to the incarcerated youth. This program has content area, as well as special education teachers to help deliver curriculum. If the student is a special education student, the teacher makes additional visits to the inmate to provide special education services for assistance in completion of the independent study program. Additionally, educational services are

offered to other students under the age of 21 each time the teacher is instructing other students at the MCCF, even if the inmate has refused services in the past.

The refusal form states that the student has refused educational services and notes that the inmate understands that he/she may receive services at any time during his/her incarceration. These forms are maintained by the Special Education office. If the student is released and returns to the MCCF, another J-3 form is completed each time the student re-enters the MCCF. Regular education students over the age of 18 may accept or refuse services. For repeat offenders who have received special education services in the past, the officers notify the administrator of the Alpha program immediately. Instruction begins within 3 days in most cases. A high school counselor is available, if needed.

When an incarcerated youth graduates, an exit report is sent to the Director of Student Services. If the student is thought to be eligible, the district will complete a multidisciplinary team evaluation to determine eligibility. Reevaluations are completed as deemed necessary. Information is sought from previous teachers, the education file is reviewed, and parental input is sought. Curriculum based assessment is provided by the Alpha program special education teacher. This information is then used in IEP development.

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 district boasts an area of strength with inclusive practices, particularly for students receiving learning support services. The use of a team teaching model has proven to be an effective way to integrate this level of student into the general education curriculum. The district is looking to capitalize on this area of strength and expand inclusive practices to include students receiving any level of support, as well as looking at each student individually in an attempt to find an area of strength that can be used to successfully include him or her in the general education environment whenever appropriate. Having gone through compliance monitoring to improve our inclusive practices, the district has made

great strides in providing students access to the general education curriculum, including those in private institutions.

The district is looking to continue to provide staff with the necessary professional development to continue to improve our inclusive approach. Many of the topics covered through the Keystones to Opportunity Grant provide information that staff can utilize to improve these practices. Staff development will be the key in helping inclusive practices to grow and keeping them strong. This development should include on-site training as well as follow up visits by trainers and administrators to help teachers and support staff build the skills necessary for everyone, both the children and the adults, to feel success.

A careful review of scheduling and how students are placed in groups will be another key component in continuing to develop our inclusive approach. Special education administrators have been working with building level administrators to create starting points for the expansion of inclusive practices into levels and groups of students that have traditionally been in more restrictive placements. This review is being accompanied by a system wide shift in philosophy that special education services should mean something other than removing students from the general education setting. It should mean, whenever appropriate, that a student is being viewed as an individual with strengths that can be used to integrate them into the general education curriculum with appropriate supplementary aids and services.

Paraprofessional, professional and hearing interpreting support are offered so that all students are able to attend extracurricular functions, including school dances, the prom, graduation ceremonies, participation in band and choral activities, and participation in drama club activities. These are an example of only some of the activities in which students with disabilities actively participate.

Indicator 5 and SPP targets show that we are far above the state average, with 80.5% of our students being included in the general education curriculum 80% or more of the day. We are below the state average in students who are in the general education classrooms <40% of the day. Only 7.6% of our population is spending a majority of their day in more restrictive settings. The district also utilizes alternative education settings for students who demonstrate a need. District staff participate in meetings for these students, as well as other students who are placed outside of the district by parents or by the judicial system.

Behavior Support Services

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

The Mifflin County School District policy number 220 on Behavior Management of Students with Disabilities mirrors Chapter 14 PA Regulations Section 14.133. The policy stresses that behavior support programs shall focus on positive rather than negative measures and

they should include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning. Interventions should be in the least restrictive placement necessary.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, other students, or to employees, and only when less restrictive measures and techniques have proven or are less effective. The use of restraints to control the aggressive behavior of a student shall cause an IEP meeting to be convened for that student. The IEP team will review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of the staff, as a substitute for an educational program, or employed as punishment.

Mechanical restraints, which are used to control involuntary muscle movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as agreed by a medical professional qualified to make the determination and agreed to by a student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:

1. Corporal punishment
2. Punishment for manifestation of a student's disability
3. Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit
4. Noxious substances
5. Deprivation of basic human rights, such as withholding meals, water, or fresh air
6. Suspensions constituting a pattern under Section 14.143(a) (relating to disciplinary placement)
7. Treatment of a demeaning nature
8. Electric shock

Mifflin County School District has the primary responsibility for ensuring that behavior management programs are in accordance with State Code, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy for the use of behavior management techniques and obtaining parental consent prior to the use of highly restraining or intrusive procedures. In accordance with their plans, the Mifflin County School District may convene human rights committees to oversee the use of restraining or intrusive procedures and restraints.

In addition, the elementary, middle and junior high schools have begun a system of MTSS to promote school wide behavioral supports. As a part of this initiative, the district has contracted with an outside agency to provide in-school counseling services to elementary students who are identified as at-risk. A team consisting of school psychologists and outside agencies involved in mental health services has been developed in order to provide teachers with more information and strategies for dealing with students who are survivors of trauma. This group has done presentations to the staff and has developed interventions

that are becoming a part of Tier II interventions in the MTSS model.

There is staff in every building who have been trained with de-escalation techniques in conjunction with safety restraint training. The goal of this training is to allow staff to try and calm students prior to situations becoming more violent or aggressive.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Currently, all of our identified students are receiving FAPE. The district rarely recommends placement outside of the district because a continuum of services can be provided within the district. Within the district, all levels of intervention (itinerant to full time) are available for students, and we offer services to include emotional support, autistic support, learning support, life skills support, multiple disabilities support, and speech and language support along with related services such as physical therapy, occupational therapy, and psychological services. Additionally, the district works cooperatively with a number of mental health providers in the area, including the Meadows In-patient Program, Juniata River Center, Raystown Developmental Services, Universal Community Behavioral Health, Service Access Management, Inc., Mifflin County Children and Youth, CASSP, and Mifflin County Juvenile Probation. The district has also has contracted counseling services with Laurel Life. A school-based counselor meets with elementary aged students on a weekly basis in an attempt to facilitate behavioral changes in students having difficulty in both the home and school setting.

A Trauma Informed Teaching group has also been initiated this school year. This group is comprised of the district behavioral coach, school psychologists, outside agency representatives, and local counseling services. This group is giving presentations on how trauma outside the school setting can manifest itself in behaviors in the school setting. The group works closely to bring strategies from outside counselors into the school setting to maintain consistency. This new group is also supportive of the MTSS process that is in its beginning stages at the elementary school level.

For hard to place students with disabilities, the district makes every effort to meet with community mental health agencies and parents to ultimately make recommendations for appropriate services and placements. The Alpha Program is an option to students with disabilities as well, as it provides access to a certified special education teacher in both a classroom and home setting. Other options might include referral to outside agencies for Wrap Around services within the school and/or community settings, partial hospitalization,

or inpatient services. Given that every student presents unique needs that must be considered by the IEP team, the primary consideration for programming is determining what specific supports are necessary for a given child to succeed, whether or not those services exist in the district. Those necessary supports and services must then be provided through interagency collaboration in order to ensure FAPE. The process of servicing hard to place students is typically a more intense IEP development process involving a wider circle of IEP team members.

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 strengths of the district's special education program start with the support received from both the Board of School Directors and the administration of Mifflin County School District. Continued funding for personnel, materials and training help to maintain an effective special education program. Expanded professional development activities, including all staff, have provided opportunities for further growth in team teaching and providing research based interventions to struggling students. Support is also available by allowing the special education administration to pursue outside resources to provide support for students who display a high level of need both academically and behaviorally. The district has continued to maintain a full continuum of services. We offer autistic, life skills, multiple disabilities, learning, emotional, speech and language, hearing and vision support services. The district also employs both a physical and occupational therapist to provide related support services to students. We also provide special education services to students who participate in the district run Alpha Program and MCOonline programs. Because of evidenced based practices such as verbal behavior, the district has been able to expand and improve services for students with autism as well as students in the life skills and multiple disabilities support programs. By utilizing the outside resources that are available, the district has been able to improve programming options for these students. This model is being used from kindergarten through high school. Additionally, direct instruction materials and advanced training have been added for students who have made progress and are ready to further develop academic and language skills. The special education department has recently written and added three 1 (one) credit elective courses to the high school curriculum to address transition needs. These classes are Independent Living, Self-Advocacy, and Employment and Post-Secondary Training. Students who take these courses walk away with a portfolio of reference materials to help guide them and their parents to necessary help in the community along with instructions about how to continue to access the skills and services offered. The district has partnered with local outside agencies to help provide community experiences related to these courses, including but not limited to: assistance with getting driver's license or photo identification, budgeting and shopping, accessing medical care, post-secondary institution visits, career exploration, and job shadowing.

The district has increased inclusive practices to surpass the levels in each reporting category for the state. An effort has been made to effectively include all students who are able to the greatest extent possible in the general education curriculum.

Another of the district's strengths is the comprehensive evaluations completed by our school psychologists, as well as the active role that the psychologists play in the Child Study Team pre-referral process. Because a thorough competent evaluation is necessary to determine a student's needs, it establishes the foundation for an appropriate IEP and subsequent placement decisions. The psychologists have contributed to the efforts to expand inclusive practices by providing recommendations in evaluation and re-evaluation reports that would contribute to the discussion of keeping students in the general education curriculum first, before considering removal to a more restrictive placement.

The district also boasts a dedicated teaching staff. All current professional employees are highly qualified in their current positions. Additionally, our current speech therapists are certified. Also, our paraprofessional staff have achieved highly qualified status.

Parents have indicated that they feel more accepted at IEP meetings and that the process is less intimidating. They also felt that more time is given to individual concerns. There is a feeling that the special education administrators are more accessible and available for answering questions and having discussion about different programming options.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Mifflin County Correctional Facility	Incarcerated	Mifflin County School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Northwestern Human Services Autism School	Approved Private Schools	Emotional Support	4
Bradley Center	Other	Residential Treatment Facility	2
DTA	Other	Residential Treatment Facility	1
KidsPeace	Other	Psychiatric Hospital	1
Pyramid Autism School	Approved Private Schools	Autistic Support	2
Children's Aid Society	Other	Residential Treatment Facility	1
Clear Vision	Other	Residential Treatment Facility	1
Roxbury Treatment Center	Other	Residential Treatment Facility	1
Foundations Behavioral Health	Other	Residential Treatment Facility	1
Abraxus	Other	Residential Treatment Facility	0
Christian Home of Johnstown	Other	Residential Treatment Facility	0

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in number of students on caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	15	1
Locations:				
Mifflin County High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Program restructuring based on student needs*Present Class Location:* Lewistown Elementary School*Proposed Class Location:* Lewistown Elementary School*Length of time class has been in present location:* 2 years**PROGRAM SEGMENTS**

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

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in caseload and student ages since beginning of new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	15	1
Locations:				
Mifflin County High School (GM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in student ages and caseload since beginning of new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	12	1

Locations:				
Mifflin County High School (WS)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in caseload numbers and ages of students since beginning of new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	12	1
Locations:				
Mifflin County High School (KY)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change occurred in ages and number of students on caseload at the beginning of new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	12	1
Locations:				
Mifflin County School District (AH)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Changes in ages of students and number on caseload since beginning of new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	1
Locations:				
Mifflin County School District (DL)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in ages and number of students on caseload since beginning of school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	1
Locations:				
Mifflin County School District (VH)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Move students to area with accessible sink, refrigerator and stove next to single stall handicap accessible restrooms*Present Class Location:* A110*Proposed Class Location:* B110*Length of time class has been in present location:* 4 years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	10	1
Locations:				
Mifflin County High School (DM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Changes in ages of students and number on caseload at the beginning of new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	13	1
Locations:				
Mifflin County High School (JMc)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Changes in ages of students and number on caseload since the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	25	1
Locations:				
Mifflin County High School (CE)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Restructuring of special education program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	25	1
Locations:				
Mifflin County Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Restructuring of special education program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	20	1
Locations:				
Alpha Program (Mifflin County High School)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Changes in number of students on caseload since beginning of new school year; age range variance is not applicable since students in each individual building meet requirements

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	17 to 21	10	0.19
Justification: Students are seen individually, so age range is not a factor when delivering service.				
Locations:				
Mifflin County High School (GS)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	44	0.81
Locations:				
Strodes Mills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in location since beginning of school year, as well as change in caseload numbers**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 17	20	1
Justification: The Alpha Program is a district run on line learning curriculum. Students are seen individually or in grade (age appropriate) groups for instruction.				
Locations:				
Alpha Program (Mifflin County High School GM)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in caseload numbers since the start of the new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	11	1
Locations:				
Mifflin County Junior High School (JS)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages and caseload number since the beginning of the school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	1
Locations:				
Mifflin County Junior High School (AG)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages and caseload number since the beginning of the school year.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	1
Locations:				
Mifflin County Junior High School (CB)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Changes in ages of students and caseload numbers since the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	10	1
Locations:				
Mifflin County Junior High School (KM)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Changes in caseload number since the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	10	1
Locations:				
Mifflin County Junior High School (KW)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Changes in student ages and caseload number since the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	1
Locations:				
Mifflin County Junior High School (CP)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Restructuring of special education program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	1
Locations:				
Mifflin County Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages and caseload number at the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 15	13	0.33

Locations:				
Mifflin County Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	28	0.67
Locations:				
Mifflin County Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* change in caseload number since the beginning of the new school year**PROGRAM SEGMENTS**

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

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Changes in ages of students and caseload number since the beginning of the school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	13	1
Locations:				
Mifflin County Middle School (JL)	A Middle School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Changes in ages of students and number on caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	13	1
Locations:				
Mifflin County Middle School (JM)	A Middle School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in ages of students and caseload number at the beginning of the new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	1
Locations:				
Mifflin County Middle School (KS)	A Middle School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Changes in ages of students and number on caseload at the beginning of the new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	14	1
Locations:				
Mifflin County Middle School (KSO)	A Middle School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Changes in ages and caseload numbers at beginning of new school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Deaf and Hearing Impaired Support	7 to 8	2	0.18
Locations:				
Lewistown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.18
Locations:				
Lewistown Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 8	1	0.1
Locations:				
Strodes Mills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 15	3	0.27
Locations:				
Mifflin County Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.09
Locations:				
Mifflin County Junior High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	17 to 17	1	0.09
Locations:				
Mifflin County High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 6	1	0.09
Locations:				
East Derry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages and caseload numbers at the beginning of new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 14	5	1
Locations:				
Mifflin County Middle School (JH)	A Middle School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Student ages and caseload number changed at the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 12	4	1
Locations:				
Mifflin County Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Restructuring based on student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	8	1
Locations:				
Mifflin County Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Restructuring of special education program based on student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	15	0.5
Locations:				
Mifflin County Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	10	0.5
Locations:				
Mifflin County Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #35

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Restructuring of special education program based on student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	20	1
Locations:				
Lewistown Intermediate School (SG)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: change in caseload number at the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	1
Locations:				
Lewistown Intermediate School (KB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change of student ages and caseload number at the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	8	1
Locations:				
Lewistown Intermediate School (KF)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages and caseload number at the beginning of the school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	11	1
Locations:				
Lewistown Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages at the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	1
Locations:				
Lewistown Intermediate School (AS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Restructuring of special education program based on student need.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	15	1
Locations:				
Indian Valley Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Restructuring of special education program based on student need.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	8	1
Locations:				
Lewistown Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in student ages and caseload number at the beginning of the school year**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	10	1
Locations:				
Lewistown Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in the need for the therapist to be split between buildings**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	41	1
Justification: Students are seen either individually or in age equivalent groups				

Locations:				
East Derry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 24, 2015**Reason for the proposed change: Change in student ages and caseload number at the beginning of the new school year***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 11	47	1
Locations:				
Lewistown Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 24, 2015**Reason for the proposed change: Change in student ages and caseload numbers at the beginning of the new school year***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	2	0.33
Locations:				
East Derry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.67
Locations:				
East Derry Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: January 4, 2016**Reason for the proposed change: Restructuring of program based on student needs**Present Class Location: Strodes Mills Elementary**Proposed Class Location: Strodes Mills Elementary**Length of time class has been in present location: 1 year*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 10	8	1
Justification: Students are provided instruction individually or in small groups with same age peers.				
Locations:				
Strodes Mills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Restructuring of special education program

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	15	1
Justification: Instruction is provided one-on-one or in small groups with same age peers.				
Locations:				
Indian Valley Intermediate School (AQJ)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages and caseload at the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	5	1
Locations:				
Indian Valley Elementary School (TS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages and caseload number at the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	11	1

Locations:				
Indian Valley Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Program restructuring based on student needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	15	1
Locations:				
Indian Valley Elementary/Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Closing of an elementary school allowed therapist to serve only one building**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	47	1
Justification: Students are seen individually or in grade (age) appropriate groups.				
Locations:				
Indian Valley Elementary/Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in student ages and caseload numbers at the beginning of a new school year**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	9	1
Locations:				
Strodes Mills Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Restructuring of special education program based on student need.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 9	1	1
Justification: Students are provided instruction individually or in small groups with same age peers.				
Locations:				
Lewistown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Enrollment in this service level increased dramatically and required two classrooms to adequately meet student needs.**PROGRAM SEGMENTS**

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

Program Position #55*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* Change in student ages and caseload number at the beginning of the new school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	6	1
Locations:				
Lewistown Elementary School (MR)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages and caseload numbers at the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	9	1
Locations:				
Lewistown Elementary School (KE)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: change in student ages and caseload number at the beginning of the school year

PROGRAM SEGMENTS

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

Program Position #58

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Change in student ages and caseload number at the beginning of the new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	11	1
Locations:				
Lewistown Elementary School (AS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

Reason for the proposed change: Student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	53	1
Justification: Students are seen individually or in groups that do not exceed the age range.				
Locations:				
Lewistown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* November 2, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	15	1
Locations:				
Alpha Program (Mifflin County High School MR)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #61*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	8	1
Locations:				
Mifflin County Middle School (FM)	A Middle School Building	A building in which General Education programs are operated		

Program Position #62*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	5	1
Locations:				
East Derry Elementary School (MC)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #63*Operator:* School District

PROGRAM DETAILS*Type: ClassandPosition**Implementation Date: August 24, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	6	1
Locations:				
Lewistown Elementary School (NW)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 24, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	48	1
Justification: Students are seen in age appropriate groups for individual or small group therapy.				
Locations:				
Lewistown Elementary School (MA)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #65*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 24, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	5	1
Locations:				
Mifflin County Junior High School (BD)	A Junior High School Building	A building in which General Education programs are operated		

Program Position #66*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: September 1, 2017*

Reason for the proposed change: Speech caseload at Lewistown Intermediate School was out of compliance. An additional therapist was needed to keep the caseloads in compliance.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Speech and Language Support	11 to 14	31	0.8
Locations:				
Mifflin County Middle School (ES)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 11	10	0.2
Locations:				
Lewistown Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Physical Therapist	Districtwide	1
Certified Occupational Therapy Assistant	District wide	1
School Psychologist	District wide	4
Director of Student Services	District wide	1
Coordinator of Special Education	District wide	1
Paraprofessional	Mifflin County High School	17
Paraprofessional	Mifflin County Junior High School	5
Paraprofessional	Mifflin County Middle School	13
Paraprofessional	Lewistown Intermediate School	10
Paraprofessional	Indian Valley Intermediate/Elementary School	7
Paraprofessional	Lewistown Elementary School	8
Paraprofessional	East Derry Elementary School	7

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	30 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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Monthly K-12 District Administration Team Collaboration Meetings to promote a cohesive K-12 approach to all district initiatives.

Accomplishment #2:

Creation of the following K-12 committees to recommend, develop and implement action plans written into MCSD Comprehensive Plan.

K-12 Professional Development

K-12 Curriculum

K-12 Student Services

K-12 Culture and Climate

K-12 Building Security and Safety

Accomplishment #3:

Positive Behavior Intervention and Supports (PBIS) will be implemented district wide by 2021.

As of the 2017-2018 school year PBIS efforts have been expanded to now include grades K-9.

An emphasis on Ready, Responsible, Respectful and Safe will be reinforced in our PBIS system.

Accomplishment #4:

2016-2017 End of Year Student Reading Level Progress

Grade	East Derry Elementary	Indian Valley Elementary	Lewistown Elementary	Lewistown Intermediate	Strodes M Elementary
K-Reading at level D	95.70%	94.70%	71.31%		67%
1- Reading at level I or have grown 4 levels	98.50%	100.00%	95.45%		100%
2- Reading at level M or have grown 3 levels	96.80%	99.10%	96.87%		98%
3- Reading at level P or have grown 3 levels	96.10%	99.00%	93.83%		94%
4- Reading at level R or have grown 2 levels		100.00%		98.88%	
5- Reading at level V or have grown 2 levels		98.92%		99.63%	
Building Total	96.78%	98.62%	89.37%	99.26%	89.88%
	MCSD Total		95.49% of MCSD K-5 students are at instructional grade level or have made the recommended grade level growth.		

Accomplishment #5:

Spring 2017 Literature District Summary Reports 61.1% of All Testers at Mifflin County School District scored Proficient or Advanced in Literature.

Comparatively, 57.2% of the Spring 2017 Literature All Testers in Pennsylvania scored Proficient or Advanced in Literature.

Accomplishment #6:

Spring 2017 Algebra 1 District Summary Reports 52.9.4% of All Testers at Mifflin County School District scored Proficient or Advanced in Algebra 1.

Comparatively, 41.2% of the Spring 2017 Algebra 1 All Testers in Pennsylvania scored Proficient or Advanced in Algebra 1.

Accomplishment #7:

Spring 2017 Biology District Summary Reports 60.8% of All Testers at Mifflin County School District scored Proficient or Advanced in Biology.

Comparatively, 47.6% of the Spring 2017 Biology All Testers in Pennsylvania scored Proficient or Advanced in Biology.

Accomplishment #8:

Mifflin County School District has seen a significant increase in the number of Advanced Placement classes requested for SY 17-18

Requested classes as of June 2017

<u>ADVANCED PLACEMENT</u>	<u>STUDENTS</u>
English Literature and Composition (12th Grade)	18
English Language and Composition (11th and/or 12th Grade)	15
United States Government	26
Chemistry	27
Biology	60
Physics C: Mechanics	23
Calculus AB	39
Calculus BC (on-line through Alpha)	02
AP Statistics	17
US History	24
AP Psychology	85
AP Studio Art	08

Total

344

Accomplishment #9:

The MCSD has made an investment in PDEExpress. PDEExpress® is a comprehensive, web-based professional learning system that enables the MCSD to automate and manage professional development. With PDEExpress the MCSD will be able to store, manage, and report on all facets of professional development.

Accomplishment #10:

The MCSD has made an investment in Chalk.com. Chalk will help support the MCSD's efforts will build a living and breathing digital curriculum that guides daily instruction. The K-12 Curriculum Committee recommended this product to support our end goal of ensuring transparency, mutual accountability and both horizontal and vertical alignment of all written curriculum.

Accomplishment #11:

In 2017 66% of the Academy Seniors scored Advanced on the NOCTI/NIMS assessment.

In 2017 62% of graduating seniors in Pennsylvania scored advanced on the NOCTI/NIMS assessment.

In 2017 86% of the Academy Seniors scored Advanced and Competent on the NOCTI/NIMS assessment.

In 2017 85% of graduating seniors in Pennsylvania scored Advanced and Competent on the NOCTI/NIMS assessment.

In the 2016-2017 Academy students earned 207 industry credentials.

Accomplishment #12:

The Mifflin County School District sponsors various digital education programs.

Mifflin County Online is a grades K-6 digital learning environment allowing students access to their coursework anytime and anywhere. A classroom facilitator in a brick and mortar setting is included in the program as additional support.

The Alpha program is a grade 7-12 digital learning environment allowing students access to their coursework anytime and anywhere. Students can earn original credit, remediation assistance, and

credit recovery. 6 classroom facilitators, 4 certified in the 4 core subject areas and 2 learning support teachers in a brick and mortar setting, are included in the program as additional support.

The Alpha Program furthers the breadth of course offerings for Mifflin County students by expanding access to courses such as World Languages in our World of Language Program, AP courses, and hundreds of additional elective courses.

Our current enrollments

18 in MCO

250 in Alpha

85 in World of Language

The MCS D projects that more than 400 students will take at least 1 online course during the 2017-2018 school year.

District Concerns

Concern #1:

In 2016, 49.4% of the students at Mifflin County School District met or exceeded proficiency in English Language Arts.

Comparatively, 60.4% of the students in Pennsylvania met or exceeded proficiency in English Language Arts.

Concern #2:

In 2016, 29.4% of the students at Mifflin County School District met or exceeded proficiency in Mathematics.

Comparatively, 45.2% of the students in Pennsylvania met or exceeded proficiency in Mathematics.

Concern #3:

In 2016, 59.3% of the students at Mifflin County School District met or exceeded proficiency in Science.

Comparatively, 67.0% of the students in Pennsylvania met or exceeded proficiency in Science.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

In 2016, 59.3% of the students at Mifflin County School District met or exceeded proficiency in Science.

Comparatively, 67.0% of the students in Pennsylvania met or exceeded proficiency in Science.

In 2016, 49.4% of the students at Mifflin County School District met or exceeded proficiency in English Language Arts.

Comparatively, 60.4% of the students in Pennsylvania met or exceeded proficiency in English Language Arts.

In 2016, 29.4% of the students at Mifflin County School District met or exceeded proficiency in Mathematics.

Comparatively, 45.2% of the students in Pennsylvania met or exceeded proficiency in Mathematics.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

In 2016, 59.3% of the students at Mifflin County School District met or exceeded proficiency in Science.

Comparatively, 67.0% of the students in Pennsylvania met or exceeded proficiency in Science.

In 2016, 49.4% of the students at Mifflin County School District met or exceeded proficiency in English Language Arts.

Comparatively, 60.4% of the students in Pennsylvania met or exceeded proficiency in English Language Arts.

In 2016, 29.4% of the students at Mifflin County School District met or exceeded proficiency in Mathematics.

Comparatively, 45.2% of the students in Pennsylvania met or exceeded proficiency in Mathematics.

Systemic Challenge #3 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

In 2016, 59.3% of the students at Mifflin County School District met or exceeded proficiency in Science.

Comparatively, 67.0% of the students in Pennsylvania met or exceeded proficiency in Science.

In 2016, 49.4% of the students at Mifflin County School District met or exceeded proficiency in English Language Arts.

Comparatively, 60.4% of the students in Pennsylvania met or exceeded proficiency in English Language Arts.

In 2016, 29.4% of the students at Mifflin County School District met or exceeded proficiency in Mathematics.

Comparatively, 45.2% of the students in Pennsylvania met or exceeded proficiency in Mathematics.

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

Aligned Concerns:

In 2016, 59.3% of the students at Mifflin County School District met or exceeded proficiency in Science.

Comparatively, 67.0% of the students in Pennsylvania met or exceeded proficiency in Science.

In 2016, 49.4% of the students at Mifflin County School District met or exceeded proficiency in English Language Arts.

Comparatively, 60.4% of the students in Pennsylvania met or exceeded proficiency in English Language Arts.

In 2016, 29.4% of the students at Mifflin County School District met or exceeded proficiency in Mathematics.

Comparatively, 45.2% of the students in Pennsylvania met or exceeded proficiency in Mathematics.

Systemic Challenge #5 (*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.

Systemic Challenge #6 (*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.

Systemic Challenge #7 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Systemic Challenge #8 (*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.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- 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 barriers to student learning are addressed in order to increase student achievement and graduation rates.
- 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.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: MCSD PA Core Standards aligned curriculum documents.

Specific Targets: The Mifflin County School District will annually review and align to current PA Core Standards and best teaching practices at minimum 4 content areas. Updated and aligned curricular content areas will be housed in a district database (Chalk.com).

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Curriculum Mapping

Description:

Coordinator of Schoolwide Curriculum, Professional Development and Instruction, Elementary, Middle and High School Principals, K-12 Curriculum Committee Chairs and Committee Members will work with content area teams to develop written curriculum that ensures implementation of standards aligned curricula across all schools for all students

Ensure transparency, mutual accountability and both horizontal and vertical alignment of K-12 curriculum.

Develop cross-curricular integration units of study.

K-12 Curriculum Committee will recommend and develop a rolling timeline to review and update written curriculum.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Curriculum Mapping

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- 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.
- 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.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: List of MCSD Act 80 Day Course Offerings

Specific Targets: The Mifflin County School District will offer at minimum 50 assigned or self-selected professional development opportunities for K-12 staff annually as part of the district's board approved 7 Full Act 80 days.

Increase in the observance of the following instructional practices: PLN, guided reading, running records, shared reading, Writer's Workshop.

Strategies:

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to

the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four

interventions?ReadAbout, CCreating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Technology Integration

Description:

Provide teachers with a mobile technology device to improve the teaching experience by ensuring technology integration is aligned with curriculum to meet educators and learners needs.

SAS Alignment: Standards, Instruction, Materials & Resources

Multi-Tiered Systems of Support (MTSS)

Description:

The Mifflin County School District will implemented a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-5 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

A comprehensive Multi-Tiered System of Support handbook will be developed and reviewed with all stakeholders.

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

Implementation Steps:

Align instruction to teach diverse learners in an inclusive setting

Description:

Multi-Tiered Systems of Support (MTSS)

The Mifflin County School District will implement a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-5 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

A comprehensive Multi-Tiered System of Support handbook will be developed and reviewed with all stakeholders.

Start Date: 7/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Multi-Tiered Systems of Support (MTSS)

Align to improve language and literacy acquisition/Penn Literacy Network

Description:

Continue to support Penn Literacy Network strategies for grades 6-12

PLN1: Critical Reading and Writing in Support of Learning

Participants learn and share a variety of practical strategies and evidenced-based frameworks for integrating PLN into their schools to encourage student engagement with rich reading, writing, talking and listening best practices. This is not an add-on approach to teaching and learning. It is a set of theoretical frameworks for guiding best practice and decision-making using whatever curriculum is in place. The course provides opportunities for hands-on learning, reflection and the development of common language about literacy, particularly in the areas of reading and writing to learn.

PLN 2: Integrating Teaching, Learning & Assessment in Reading Writing Literacy

Participants collaborate with colleagues and reflect on the PLN literacy frameworks and their current practice as they engage in goal-planning and congruent assessment approaches in their classrooms and schools for the year (or years) to come. The course emphasizes curricular planning, discussions about classroom/district/state benchmarks and standards, curricular problem-solving, document review of student work, and revisiting and extending reading/writing literacy approaches from PLN 1.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

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

- Instructional Coaching: The Principles of Partnership
- Instructional Conversations
- Reading Across the Curriculum

Align to improve language and literacy acquisition/Focus Statements

Description:

Ongoing, sustained, professional development and administrative emphasis of the following Elementary Focus Statements for grades K-5

I can use running records

I can deliver high quality shared reading

I can deliver high quality guided reading

I can understand and implement engaging CRA Mathematics strategies

I can deliver high quality writer's workshop lessons including conferring with students

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Reading Across the Curriculum
- Multi-Tiered Systems of Support (MTSS)

Instructional Coaching

Description:

Maintain instructional coaching in content areas from K-12. Seek the possibility of expanding instructional coaching district wide.

Instructional coaching will help promote the alignment to teach diverse learners in an inclusive setting.

Continue to support Penn Literacy Network strategies for grades 6-12

PLN1: Critical Reading and Writing in Support of Learning

Participants learn and share a variety of practical strategies and evidenced-based frameworks for integrating PLN into their schools to encourage student engagement with rich reading, writing, talking and listening best practices. This is not an add-on approach to teaching and learning. It is a set of theoretical frameworks for guiding best practice and decision-making using whatever curriculum is in place. The course provides opportunities for hands-on learning, reflection and the development of common language about literacy, particularly in the areas of reading and writing to learn.

PLN 2: Integrating Teaching, Learning & Assessment in Reading Writing Literacy

Participants collaborate with colleagues and reflect on the PLN literacy frameworks and their current practice as they engage in goal-planning and congruent assessment approaches in their classrooms and schools for the year (or years) to come. The course emphasizes curricular planning, discussions about classroom/district/state benchmarks and standards, curricular problem-solving, document review of student work, and revisiting and extending reading/writing literacy approaches from PLN 1.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership

Technology Integration

Description:

Provide teachers with a mobile technology device to improve the teaching experience by ensuring technology integration is aligned with curriculum to meet educators and learners needs.

Pilot by purchasing mobile device for all teaching staff at East Derry Elementary for 17-18 school year.

Ongoing professional development to support curriculum alignment provided by technology integration coach.

Principal observation of use of mobile device integrated into daily instructional practices.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Educational Technology

Supported Strategies:

- Technology Integration

Goal #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.

Indicators of Effectiveness:

Type: Annual

Data Source: Scholastic Running Records Data

Specific Targets: At minimum 90% of all K-5 students will be reading at their recommended instructional grade level or higher or increase by the grade level recommended number of levels from Beginning of Year (BOY) Scholastic Running Records to End of Year (EOY) Scholastic Running records.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006)

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource:

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Common Assessments

Description:

Establishment of grade level and subject area teams to outline and determine common assessments for monitoring student achievement.

As the rolling curriculum writing/review timeline is implemented, common assessments will be created as part of the curriculum mapping process.

Start Date: 7/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #4: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures 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.

Indicators of Effectiveness:

Type: Annual

Data Source: PDEExpress

K-12 Curriculum Committee recommended PD calendar

Specific Targets: K-12 Curriculum Committee will have a recommended professional development calendar created by the end of May for each upcoming school year.

Strategies:

PDEExpress

Description:

The MCSD has made an investment in PDEExpress. PDEExpress® is a comprehensive, web-based professional learning system that enables the MCSD to automate and manage professional development. With PDEExpress the MCSD will be able to store, manage, and report on all facets of professional development.

SAS Alignment: Instruction

Implementation Steps:

K-12 Professional Development Committee

Description:

K-12 Professional Development Committee will meet monthly to plan professional development activities that are focused, comprehensive and implemented with fidelity.

Full Act 80 days are scheduled as part of the approved district calendar to ensure dedicated time is available for planned professional development to be implemented across the district.

K-12 Curriculum Committee will have a recommended comprehensive professional development calendar created by the end of May for each upcoming school year.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- PDEExpress

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Multi-Tiered Systems of Support (MTSS)
-----------------------------	--	--

Start	End	Title	Description
			Multi-Tiered Systems of Support (MTSS)
			The Mifflin County School District will implement a Multi-Tier System of Support (MTSS) model which:
			<ol style="list-style-type: none"> 1. Emphasizes universal screening of all students K-5 in the area of reading literacy. 2. Makes effective use of all existing resources including all staff expertise and services 3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting 4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information 5. Frequently and directly monitors and charts student response to interventions
7/1/2018	6/30/2021	Align instruction to teach diverse learners in an inclusive setting	

6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

A comprehensive Multi-Tiered System of Support handbook will be developed and reviewed with all stakeholders.

Person Responsible	SH	S	EP	Provider	Type	App.
Coordinator of Schoolwide Curriculum, Professional Development and Instruction, Elementary Principals	6.0	7	150	Mifflin County School District	School Entity	Yes

How to use data effectively to differentiate instruction to meet diverse student's needs.

Universal screening of all students K-5 in the area of reading literacy.

Knowledge

Effective use of all existing resources including all staff expertise and services.

Delivery of early interventions in the general education environment that are based on observable, reliable, and measurable information.

Supportive Research

Researchers agree that successful development of literacy skills impacts student engagement, student learning and student achievement in a profound and direct relationship.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

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

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

Training Format
LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Journaling and reflecting

standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

Review of participant lesson plans

Review of written reports

summarizing instructional activity

Portfolio

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Instructional Coaching: The Principles of Partnership Strategy #3: Instructional Conversations Strategy #4: Reading Across the Curriculum
-----------------------------	--	---

Start	End	Title	Description
7/1/2018	6/30/2021	Align to improve language and literacy acquisition/Penn Literacy Network	<p>Continue to support Penn Literacy Network strategies for grades 6-12</p> <p>PLN1: Critical Reading and Writing in Support of Learning</p> <p>Participants learn and share a variety of practical strategies</p>

and evidenced-based frameworks for integrating PLN into their schools to encourage student engagement with rich reading, writing, talking and listening best practices. This is not an add-on approach to teaching and learning. It is a set of theoretical frameworks for guiding best practice and decision-making using whatever curriculum is in place. The course provides opportunities for hands-on learning, reflection and the development of common language about literacy, particularly in the areas of reading and writing to learn.

PLN 2: Integrating Teaching, Learning & Assessment in Reading Writing Literacy

Participants collaborate with colleagues and reflect on the PLN literacy frameworks and their current practice as they engage in goal-planning and congruent assessment approaches in their classrooms and schools for the year (or years) to come. The course emphasizes curricular planning, discussions about classroom/district/state benchmarks and standards, curricular problem-solving, document review of student work, and revisiting and extending reading/writing literacy approaches from PLN 1.

Person Responsible	SH	S	EP	Provider	Type	App.
Coordinator of Schoolwide Curriculum, Professional Development and Instruction, Elementary, Middle and High School	8.0	5	20	Penn Literacy Network Instructors	College or University	Yes

Principals

In collaboration, participants investigate, deepen, and apply the PLN Frameworks of The Five Reading Writing Talking Processes and The Lenses of Learning developed by Dr. Morton Botel of the University of Pennsylvania.

Knowledge

PLN participants are encouraged to try out and adapt strategies modeled in class, and have the opportunity to reflect on this implementation with colleagues and facilitators during in-class discussions and through journaling. They also complete a final project: a self-produced curriculum plan ready to be put into action.

Supportive Research

The Penn Literacy Network embodies professional development and literacy research and provides for the systemic growth of best practices across the span of PreK-12 classrooms. The PLN framework of The Four Lenses and the development of instructional literacy practices through its Five Reading/Writing/Talking Processes provide the opportunity for reflective practice of the highest order resulting in improved student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform

decision-making.

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

Instructs the leader in managing resources for effective results.

Training Format	Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Instructional Coaching: The Principles of Partnership
-----------------------------	--	---

Start	End	Title	Description
7/1/2018	6/30/2021	Instructional Coaching	<p>Maintain instructional coaching in content areas from K-12. Seek the possibility of expanding instructional coaching district wide.</p> <p>Instructional coaching will help promote the alignment to teach diverse learners in an inclusive setting.</p> <p>Continue to support Penn Literacy Network strategies for grades 6-12</p> <p>PLN1: Critical Reading and Writing in Support of Learning</p> <p>Participants learn and share a variety of practical strategies and evidenced-based frameworks for integrating PLN into their schools to encourage student engagement with rich reading, writing, talking and listening best practices. This is not an add-on approach to teaching and learning. It is a set of theoretical frameworks for guiding best practice and decision-making using whatever curriculum is in place. The course provides opportunities for hands-on learning, reflection and the development of common language about literacy, particularly in the areas of reading and writing to learn.</p> <p>PLN 2: Integrating Teaching, Learning & Assessment in Reading Writing Literacy</p> <p>Participants collaborate with colleagues and reflect on the PLN literacy frameworks and their current practice as they engage in goal-planning and congruent assessment approaches in their classrooms and schools for the year (or years) to</p>

come. The course emphasizes curricular planning, discussions about classroom/district/state benchmarks and standards, curricular problem-solving, document review of student work, and revisiting and extending reading/writing literacy approaches from PLN 1.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Coordinator of Schoolwide Curriculum, Professional Development and Instruction, Junior High Assistant Principal	8.0	16	20	PIIC	Pennsylvania Institute for Instructional Coaching and University of Pennsylvania	Yes

Knowledge

Participants will learn how to use instructional coaching to help teachers strengthen instructional practice, increase student engagement, and improve student learning.

Supportive Research

PIIC uses the following evidence-based literacy practices and instructional techniques: Implementation across all content areas, ongoing job-embedded professional development, establishment of professional learning communities (study groups), tied to standards, research, best practices, and student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work,	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

with administrator and/or peers
 Creating lessons to meet
varied student learning styles
 Peer-to-peer lesson
discussion
 Lesson modeling with
mentoring
 Joint planning period
activities
 Journaling and reflecting

Participant survey
Review of participant lesson plans
Review of written reports
summarizing instructional activity
Portfolio

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.

Affirmed by Ernest Styers on 10/30/2017

Board President

Affirmed by James Estep on 10/31/2017

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Ernest Styers on 10/31/2017

Board President

Affirmed by James Estep on 10/31/2017

Superintendent/Chief Executive Officer