Blackhawk SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

500 Blackhawk Rd
Beaver Falls, PA 15010
(724)846-6600
Superintendent: Melanie Kerber
Director of Special Education: Korin McMillen

Planning Process

The process to complete this plan is one that is cooperative and inclusive of many stakeholders throughout the process. The development of this plan will be accomplished by the following:

1. Survey Staff

2. Administrative Review and Create Rough Draft

3. Curriculum Development Council Reviews all plans and provides input

4. Smaller focus committees will review the work of the six sections

Mission Statement

Blackhawk School District is dedicated to providing all students a rigorous learning environment in order to be highly successful and competitive in the global community.

Vision Statement

The District will be the leader in providing a world class education.

Shared Values

We believe that:

1. Each person has value and is worthy of respect.

2. A positive and safe environment is necessary for learning to occur.

3. All stakeholders (students, staff, administrators and community members) are accountable for the success of our students in the global community.

4. We must provide relevant and meaningful learning experiences to meet each student's individual needs: academically, socially, emotionally and physically.

5. Rigor, relevance and relationships must be the focus of all programs, learning opportunities and curricular materials.

6. Curriculum must be aligned, written, taught and tested.

7. Technology is an integrated part of all educational experiences.

8. All students, staff and educational leaders are responsible for becoming life long learners.

9. The district is dedicated to creating a collaborative culture in which all stakeholders' ideas are valued.

10. All employees will present themselves as professional and ethical leaders who share the district's vision, mission, and goals.

Educational Community

Our district is located in the northwestern part of Beaver County, Pennsylvania. It encompasses the communities of Chippewa Township, Darlington Borough, Darlington Township, Enon Valley Borough, (Lawrence County), Patterson Heights, Patterson Township, South Beaver Township and West Mayfield Borough. Over 17,000 people live in the 65 square miles of the district.

Blackhawk School District is suburban and rural in nature. It is located close to the Pennsylvania Turnpike (Exit 1A and Exit 2) and the Beaver Valley Expressway (Route 376) which is a direct route to the Pittsburgh International Airport and the city of Pittsburgh. Because Beaver County is situated between Pittsburgh and Youngstown, Ohio, county residents can easily avail themselves of the cultural opportunities found in larger cities, while residing in a small community atmosphere.

Within the District's boundaries are numerous retail shops, banks, restaurants, medical professionals, places of worship, and just 11 miles to the south is Beaver Valley Mall which houses additional retail stores and dining locations. Blackhawk is also a safe District to reside in with stellar local police departments and fire departments on call at all times.

When it comes to educational opportunities, Blackhawk is a leader. Blackhawk offers countless programs and services to students including:

- Programs for Academically Gifted

- Active Parent Teacher Organization (PTO)

- Special Education Programs and Services

- Life Skills and Autistic Support Programming

- Instructional Support Services

- School Psychological Services

- Continuous Staff Professional Development Program

- Music Academy Course Offerings Grades 9-12

- Extra Curricular Activities for Students Grades 6-12

- Olweus Bullying Prevention Program Grades K-12

- Computer, Art, Music, Physical Education Programs

- Student Health Services

- Computer Labs

- Technologically Rich Classrooms

- Exploratory Middle School Programs

- Field Trip Opportunities

- Pre-K Programs

- Over 15 AP Courses

- Transportation Services

- Cafeteria Services

- Counseling Services

Blackhawk also leads the pack with a large athletic program. Blackhawk boasts a total of 45 teams for boys and girls in grades 7-12. Blackhawk Cougar athletes are always in the spotlight, capturing 124 sectional titles, 29 WPIAL (regional) titles, and 6 PIAA (state) championships.

Facilities include: 2 primary schools (K-2)
1 intermediate school (3-5)
1 middle school (6-8)
1 high school (9-12)

Planning Committee – Formed 10/2013

Name	Role
Alan Andrascik	Business Representative
Kim Baker	Parent
Clint Berchtold	Community Representative
Nancy Bowman	Student Curriculum Director/Specialist
Karla Campagna	Elementary School Teacher - Regular Education
Sprinker Carol	Administrator
Amy Cienkowski	Elementary School Teacher - Regular Education
Michelle Daniels	Elementary School Teacher - Regular Education
Debbie Daquila	Secondary School Teacher - Regular Education
Jessica Doughherty	Elementary School Teacher - Regular Education
Becky Effert	Elementary School Teacher - Regular Education
Christina Ford	Parent
JaneAnn Fucci	Administrator
Ryan Hardesty	Middle School Teacher - Regular Education
Andy Hedrick	Administrator
Gina Lansberry	Elementary School Teacher - Regular Education
Nathan Lowery	Secondary School Teacher - Regular Education
LuAnne Maginness	Elementary School Teacher - Regular Education
Korin McMillen	Special Education Director/Specialist
Carol McMillen	Elementary School Teacher - Regular Education
Matt Merulli	Elementary School Teacher - Regular Education
Michelle Miller	Administrator
Anthony Mooney	Administrator
Scott Nelson	Administrator
Meredith Oliver	Elementary School Teacher - Regular Education
Rich Oswald	Board Member
Mark Papa	Business Representative
Heather Pastor	Elementary School Teacher - Regular Education
Heather Ream	Middle School Teacher - Regular Education
Ryan Ricciardi	Secondary School Teacher - Regular Education
Sarah Shuleski	Middle School Teacher - Regular Education
Jared Slimm	Middle School Teacher - Regular Education
Heather Stein	Elementary School Teacher - Special Education
Mark Taylor	Community Representative
Deb Thellman	Secondary School Teacher - Regular Education
Lisa Thomas-Wright	Elementary School Teacher - Regular Education
Mrs. Thompson	Parent

| Joy Winters | Secondary School Teacher - Regular Education |

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Those identified as Non Existent are not taught at Primary Level. English Language Learners are serviced by the BVIU and the District adapts the District approved curriculum rather than implementing alternate academic content standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing

Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
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	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Those identified as Non Existent are not taught at Intermediate Level. English Language Learners are serviced by the BVIU and the District adapts the District approved curriculum rather than implementing alternate academic content standards.

Middle Level

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

Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

Those identified as Non Existent are not taught at Middle Level. English Language Learners are serviced by the BVIU and the District adapts the District approved curriculum rather than implementing alternate academic content standards.

High School Level

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

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

Those identified as Non Existent are not taught at High School Level. English Language Learners are serviced by the BVIU and the District adapts the District approved curriculum rather than implementing alternate academic content standards.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Career Education and Work
- Civics and Government

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

Elementary Education-Intermediate Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

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

High School Level

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

- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

The District's curriculum is aligned to the PA Standards or the PA Core standards. In each grade level or course, the curriculum has been expanded to increase the fundamental skills but also additional skills that are valued in our District.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Specific types of measurement are not included in curriculum documents but are identified consistently. All curriculum is online and reviewed annually.

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

N/A

Elementary Education-Intermediate Level

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

instructional unit or interdisciplinary studies and academic standards are identified.	
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:

Specific types of measurement are not included in curriculum documents but are identified consistently. All curriculum is online and reviewed annually.

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

Specific types of measurement are not included in curriculum documents but are identified consistently. All curriculum is online and reviewed annually.

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

N/A

High School Level

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

| course, instructional unit or interdisciplinary studies are identified. | |

Processes used to ensure Accomplishment:

Specific types of measurement are not included in curriculum documents but are identified consistently. All curriculum is online and reviewed annually.

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

N/A

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.

We provide learning support, life skills, and an academic enrichment support to make adaptations or to enrich the curriculum. We have a variety of resources for struggling students, whether they are identified with a learning disability or not. Teachers are well versed in Differentiated Instruction, so lessons can be tiered when there are diverse needs in the classroom.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators

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

The District is committed to implementing Danielson's Framework which embeds opportunity for Differentiated Supervision and the Teacher Effectiveness Model. All of the selected strategies are embedded within the District approved supervision model and supported by PDE regulations.

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

N/A

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

Due to high school schedule, students are placed in appropriate classes and adjustments to individual learning levels are made throughout the year. Resource rooms are utilized but the structure of the high school schedule inhibits maximum flexibility.

Recruitment

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

All of the teachers at Blackhawk are highly qualified and all teachers support students who are at-risk. In carrying out the "hire the best" philosphy, the District adheres to the guidelines in the Blackhawk "Recruitment and Selection" manual.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	25.00	25.00	25.00	26.00	26.00	26.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00	1.00	1.00	1.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00	4.00	4.00	4.00
Electives	4.00	4.00	4.00	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00	65.00	65.00	65.00

2014 Graduation Specifics

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

Reading
- Proficiency on State Assessments

Writing
- Proficiency on State Assessments

Mathematics
- Proficiency on State Assessments

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

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

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

- Students are allowed to test out of required courses.

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

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

- Students are allowed to test out of required courses.

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

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

- Students are allowed to test out of required courses.

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

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

- Students are allowed to test out of required courses.

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

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

- Students are allowed to test out of required courses.

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

2017 and beyond Graduation Requirement Specifics

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

Biology or Chemistry
No methods have been identified for this standard.

American History, Civics/Government, or World History
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Students are allowed to test out of required courses.

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA End of Unit Exam		X		
Keystones			X	X
Midterms			X	X
Finals			X	X
PSSA			X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Math Fast Facts	X	X		
BAS Reading Assessment	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
AR tests	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Dibels	X			
CDT		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessment data is reviewed by administration and staff on an ongoing basis. Formative and Diagnostic assessments are used to group students for instruction. CBAs (Curriculum

Based Assessments) at the middle and high school are continually reviewed and aligned to the format and level of rigor on Summative Assessments. Assessments are reviewed in Department meetings, grade level meetings, PLCs, and in faculty professional development.

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.

Data is disseminated from either District or Building leadership. Using Harvard's Data Wise process, Data Teams identify critical data that peers need, the way to most effectively present data, and the leading questions to analyze data.
Of the assessments, many of the test results are electronic (i.e. Dibels, BAS, CDTs, Keystones, PSSAs). This aids in data analysis.
Each building principal utilizes professional development opportunities to support data analysis. This is accomplished during in-service days, 2 hour professional development days, Act 80 days, grade level meetings, team meetings and/or department meetings.

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.

Based on data analysis, those students who are not performing at grade level or at proficient level receive one or more of the following interventions:
1. Differentiated Instruction at classroom level;
2. IST at grades K-5;
3. SAP at grades K-12;
4. Child Find at grades K-12;
5. PLC meetings focused on student achievement;
6. Data Wise meetings to analyze data;
7. Pre-tests/screenings for grouping or course selection;

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA	X	X	X	X

	EEP	EEI	ML	HS
assessment anchor or standards-aligned learning objective.				
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.

Assessment data is analyzed and the following strategies are implemented:
1. Guided Reading in K-5;
2. Daily 5 in grades K-5;
3. Title I Strategic Intervention in grades K-2;
4. Special Education in grades K-12;
5. Gifted Education in grades K-12 for identified and "high fliers";
6. Interdisciplinary Units;
7. Course selection/placement;

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

N/A

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP or other Test-related Websites				
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.

The District adheres to a multi-faceted approach to inform all stakeholders or summative assessment results. This has been quite successful in communicating with the various stakeholders.

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

The District will post the PA Profile link to the District website and continue to post academic achievement summaries on the website. The District will consider contacting local media regarding assessment results although the Beaver County Times usually runs stories comparing Beaver County schools. The District will most likely not include assessment results on the calendar since it is only available online. Consideration can be given as to whether this information is included in the student handbooks.

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.

Blackhawk School District is committed to increasing the academic achievement of every student. To do so, the administration and staff use the Data Wise process to analyze school and student data. The administration focuses closely on instruction by leading professional development, spearheading teacher evaluation process including differentiated supervision, and supports instructional initiatives that will support achievement.

Programs, Strategies and Actions

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

Prevention Plans				
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
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				

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

Conflict resolution is embedded in our Olweus program. We will continue to teach these skills through Olweus. The District utilizes ProSoft system to manage student discipline but this is not web-based software. We are pleased with this multi-faceted program. The District does not have School Resource Officers. We have trained staff to address potential situations and we are upgrading the security of our facilities.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

This narrative is empty.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring		X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII				
Wellness/Health Appraisal				

Explanation of developmental services:

NA

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

NA

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

NA

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP Websites				
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 Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	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	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Collaboration occurs consistently among teachers and support staff by coordinating student instruction during the following:
1. PLCs;
2. Professional Development;
3. Title I planning meetings;
4. SAP Team meetings;
5. Co-planning meetings;
6. IEP meetings;
7. 504 planning meetings;
8. IST planning meetings;
9. Department meetings

Community Coordination

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

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Child care: The District provides bussing to child care facilities located within the District before and after school.
After school programs: The District provides an activity bus to assist students who participate in after school activities and need transportation to a specific school.
Workforce development programs: The District does not have a program for all students but will support work experience for students with special needs. The District supports Community Based Instruction for our Life Skills program.
Tutoring: Tutoring is offered in grades K-12 with bussing provided for the Primary's summer school. The Intermediate Unit's Early Intervention Program and one of the county's Head Start classrooms is located in the district's buildings in addition to the District's own Pre-K classroom.

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.

1. Blackhawk supports all

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Because the District leadership and teachers are constantly revising and improving practices to better meet the needs of students, materials and resources will never fully reach "accomplished."

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

N/A

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing

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

Provide explanation for processes used to ensure Accomplishment.

Because the District leadership and teachers are constantly revising and improving practices to better meet the needs of students, materials and resources will never fully reach "accomplished."

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

N/A

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.

Because the District leadership and teachers are constantly revising and improving practices to better meet the needs of students, materials and resources will never fully reach "accomplished."

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

N/A

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	Developing

student motivation, performance and educational needs	

Provide explanation for processes used to ensure Accomplishment.

Because the District leadership and teachers are constantly revising and improving practices to better meet the needs of students, materials and resources will never fully reach "accomplished."

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms

Standards	Status
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

SAS is used when writing curriculum, analyzing CDT results, and as a resource for teachers. Although this has been introduced to all staff, we do not believe it is fully utilized by 100% of faculty. Additionally, anything marked as NA is not explicitly taught at this level.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in

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

	classrooms

Further explanation for columns selected "

SAS is used when writing curriculum, analyzing CDT results, and as a resource for teachers. Although this has been introduced to all staff, we do not believe it is fully utilized by 100% of faculty. Additionally, anything marked as NA is not explicitly taught at this level.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
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 less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

SAS is used when writing curriculum, analyzing CDT results, and as a resource for teachers. Although this has been introduced to all staff, we do not believe it is fully utilized by 100% of faculty. Additionally, anything marked as NA is not explicitly taught at this level.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of

	district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
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 less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in

	less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

SAS is used when writing curriculum, analyzing CDT results, and as a resource for teachers. Although this has been introduced to all staff, we do not believe it is fully utilized by 100% of faculty. Additionally, anything marked as NA is not explicitly taught at this level.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

Telecommunication Services
· Fiber WAN
· Cable Internet
· Voice over IP phone system
· Standard telephone System
· Hosting Services (Email, Website, Grades, Library System, Mobile Device Management)
Hardware
· Servers
· UPS's
· Switches
· Firewall
· Content Filter
· PC's and Monitors
· iPads
· Smart and Promethean Boards/Projectors
· Wireless Access Points
Software
· Microsoft Volume Licensing
· VMWare
· Airwatch MDM
· Accelerated Reader

- Dibbels Reading
- Follet Library Services
- AutoCAD
- Adobe Creative Suite

Strengths related to technology

- Comprehensive Wireless Coverage
- Fiber WAN connection
- Smart or Promethean boards in all rooms k-5
- Middle School Technology Availability

Weaknesses related to technology

- Not enough staffing to keep up with technology needs.
- Aging technology needs replaced

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

Telecommunication Services

- Add Fiber WAN connection to the last building in our district.
- Continue to move toward cloud hosting services.
- Move the remainder of our district over to Voice over IP phone system

Hardware

- Implement more tablets and mobile devices district wide.
- Keep up to date with software upgrades.
- Increase the technology to student ratio K-12.
- Modernize the technology tools used in the classroom (i.e. smartboards).

Software

- Implement relevant software programs K-5 in the areas of Math, Reading, and Writing.
- Continue to offer up to date and relevant software to grade 6 – 12

How to take advantage of emerging technologies

- Continually research trends in both technology and education.
- Talk to other district leads to find out what they are using.
- Evaluate emerging technologies thoroughly to ensure the relevance by including all stakeholders.
- Analyze the cost factors involved.
- Search for free and educationally priced services offered to educational institutions (i.e. Office 365 and Google Apps).

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides 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 adheres to a Distributed Leadership philosophy where teachers and administrators share ownership for professional development. This form of teacher leadership and teacher experts has been quite effective.
In addition, the new PDE Teacher Effectiveness tool provides instructional critique and coaching on an individual basis. Leadership has the same opportunity with the new Principal Effectiveness tool. In addition, principals meet with the Superintendent bi-monthly and have a 3 day retreat each summer for professional development.

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

N/A

Strategies Ensuring Fidelity

- Using disaggregated student data to determine educators' learning priorities.

- 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.
- 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).

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

The District adheres to a Distributed Leadership philosophy where teachers and administrators share ownership for professional development. This form of teacher leadership and teacher experts has been quite effective.
In addition, the new PDE Teacher Effectiveness tool provides instructional critique and coaching on an individual basis. Leadership has the same opportunity with the new Principal Effectiveness tool. In addition, principals meet with the Superintendent bi-monthly and have a 3 day retreat each summer for professional development.

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

The District is reviewing a detailed needs assessment given to teachers this year for further planning.

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

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

1. All teachers new to the district will work **four** additional professional development days and attend a four-day Teacher Academy for the first year of employment and will work **two** additional professional development days and will attend a two-day Teacher Academy for the second year of employment.

2. All New teacehrs are assigned a Teacher Mentor during the first year of the Induction Program. They meet with his/her assigned Mentor for a total of 2 hours each month outside of the school day (optional 3rd hour during September through January).

3. All inductees will visit other classrooms or specialized areas (i.e. art, library) and participate in structured, focused observations.

4. Inductees participate in district professional learning activities that may include study groups, in-service programs, and summer/after school workshops.

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

All strategies are incorporated into the Blackhawk School District New Teacher Induction Program.

Needs of Inductees

- 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).

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

Each inductee is required to maintain a portfolio that includes notes from monthly meetings with mentor and quarterly observations of professional staff. Building principals serve as supervisior for all new teachers and follow the Danielson Framwork in completing observations of the inductee. Classroll is used for grading purposes and to record lesson plans by teachers, grades 3-12.   Lesson plans and report card completion for PreK-2 grade is monitored by each building principal.

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

Mentor teachers are not required to observe Inductees and the district does not have instructional coaches. Should the need arise for observations by mentors, the building principal would make arrangements for coverages as needed.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.

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

In the spring, teachers are asked if they would like to be a mentor in the upcoming year. Adminsitration reviews candidates and matches the best cadidate up based on experiences, certification area, leadership, etc... If there is not a "best fit" then the adminsitration recruits other teachers who possess all of the above chracteristics.

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

Because we are a small district, having complimentary schedules is not always possible. We do, however, provide 2 hours per month for mentors and inductees to meet outside of the

school day during the first semester and 1 hour per month the second semester. Additionally, mentors have a brief review of expectations once they are chosen. Their leadership in the District is often enough preparation for mentors to be successful for induction.

Induction Program Timeline

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

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The District Induction Council reviews the implementation of the Induction Program and makes recommendations for changes and improvements to the Director of Curriculum. The District Induction Council meets twice annually to review the mid-year and final evaluations completed by the mentors and inductees. When needed, the induction council may assist the administration in carrying out the Induction program.

The District Induction Council members include:

1. Director of Curriculum

2. High School Principal or designee

3. Middle School Principal

4. Intermediate School Principal

5. Patterson Primary Principal

6. Northwestern Primary Principal

7. High School Teacher*

8. Middle School Teacher*

9. Elementary Teacher*

*Selected by the Blackhawk Education Association

Recording Process

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

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

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

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

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

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

Special Education

Special Education Students

Total students identified: **333**

Identification Method

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

The Blackhawk School District has established and implemented procedures to identify, support, and if warranted, evaluate children who are evidencing significant learning difficulties. The method for identifying students with learning disabilities includes the Instructional Support Team process, which includes ongoing, frequent consultation with the school psychologist. There are two Instructional Support Teachers in the district. They are instrumental in collecting data, providing interventions, communicating with parents and Team members and facilitating school team meetings. Every attempt is made for students, whether referred by parent or staff, to go through the Instructional Support Team process

prior to a multidisciplinary evaluation (MDE).

A. The first step is a screening process:

- Review of school records (Health, Attendance, Grades, Reports on file, Discipline referrals, etc.)

- Vision and Hearing Screenings check

- Curriculum based and Performance based Assessments

- Observations by counselors or IST Coordinator

- Parent Information

- Teacher/Counselor/Related Arts/Nurse/Information

- Consultation with the school psychologist

An IST meeting is scheduled and the parent is invited to meet with the school Team, including the classroom teacher, building principal, counselor, and Title 1 teacher. Other staff may participate if appropriate, such as Speech Clinician, Nurse, Related Arts teacher, School Psychologist, and agency representatives. During these meetings the Team will address:

*the student's strengths and needs

*define the concern(s) to be addressed

*set goals for the student

*decide upon scientifically-based interventions and assign role responsibilities

*set timeline for interventions and for progress review

After the initial meeting, the Team reconvenes in approximately 30 days for a Progress review meeting. At this meeting, data is reviewed, progress monitoring, grades, FBA, graphs, etc. and relevant information is discussed and a Team decision is made regarding further action.

1.) If the student is making little or no progress towards the goals or if other problems have arisen, the Team will make a decision as to whether to continue or change the interventions or to refer the student for Multidisciplinary Evaluation (MDE) for eligibility for special education services.

2.) If the interventions have been successful and the student's progress has improved, then the student may continue to be monitored through IST or exit from the process. If the Team decides to change interventions, then the Team would reconvene for another progress review meeting in about 30 days.

B. If a student is referred for Multidisciplinary Evaluation and a learning disability is suspected, the School Psychologist currently uses a discrepancy model for identifying students with specific learning disabilities. The data collected through the IST process is provided to the school psychologist and is included in the Evaluation Report along with information from parents, staff and service providers. Individual standardized assessments are then conducted by the school psychologist to further assess a student's strengths and

needs, and overall functioning.

The following describes the method for identifying students with Specific Learning Disabilities:

Students are identified as having a Specific Learning Disability if the child does not achieve adequately for his/her age or grade level, and there is a severe discrepancy between the child's intellectual ability and achievement in one or more of the identified areas: Basic reading skill, Reading comprehension, Written expression, Math reasoning, Math calculations, Oral expression, and Listening comprehension. Results of the multidisciplinary evaluation indicate that a child has a specific learning disability when there is a significant discrepancy between achievement and intellectual ability in one or more of the aforementioned areas, and is in need of a specially designed instruction and support services. A determination as to whether or not a child has a specific learning disability is made by multiple assessments and information, such as norm referenced individual assessments, group standardized measures, teacher and parent input, records review, curriculum based assessments and observations. Relevant factors, such as behavioral difficulties and/or medical concerns are also considered when determining specific learning disabilities. Children are not identified as having a specific learning disability if the significant discrepancy between ability and achievement is primarily the result of a visual, hearing, or motor impairment, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage or limited English proficiency. In addition, if the Team also finds that the student's underachievement is not due to lack of appropriate instruction, was provided scientifically based instruction, and that repeated assessments of achievement were conducted at reasonable intervals, and the student may be identified by the MDE as a student with a specific learning disability.

After the Evaluation Report is completed, the MDE Team meets to review the information and determine the needed supports and services.

Enrollment

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

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

Not significantly disproportionate.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

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

The Blackhawk School District meets its obligations under Section 1306 as the host school district by communicating and collaborating with home school district staff, facility staff, as well as with the educational staff to ensure that nonresident students are receiving FAPE. Collaboration is also made with the bussing company to provide appropriate transportation for these students.
The Blackhawk School District arranges and participates in IEP Team meetings for these nonresident students, and communicates with parents/guardians of students, as well as with staff from the home school district and the resident facilities, on a regular and as needed basis.
At this time, there are no barriers that exist which would limit our ability to meet our obligation under Section 1306.

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).

Blackhawk School District provides FAPE to any eligible student residing in the district including students who may be incarcerated.
Although currently, there are no incarcerated youth within the boundaries of the school district, if the district became aware of an incarcerated student through the district's child find process and the student was in need of special education services, the ER/RR and IEP would be reviewed, an IEP Team meeting would be held, and an IEP would be developed describing the program and related services needed to meet the educational needs of the student. The IEP would outline the manner in which the program would be provided and the location of its services.
If the District became aware of an incarcerated student through the district's child find process who is thought to be exceptional and possibly in need of special education, a Permission to Evaluate and a Procedural Safeguard Notice would be issued to the student/parent/guardian. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the incarcerated student is found to be eligible and in need of special education, the Invitation/IEP/NOREP process according to IDEA and Chapter 14 would be followed. Blackhawk School District is not a host to education services for incarcerated students in a local correction insitution under Section 1306.2 of the Public School Code.

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 Blackhawk School District considers a full continuum of services with the first option always being the regular education classroom with supplemental aids and services. The District follows procedures that ensure that children with disabilities are educated with their non-disabled peers. The Least Restrictive Environment for each student is dependent upon the IEP Team's determination of what is appropriate for the student, however, children with disabilities are educated within the regular education environment to the maximum extent appropriate.

According to Comparison Data from PDE/BSE, Blackhawk has successfully progressed in the area of affording our students maximum integration. In the category of "Special Education Inside the Regular Classroom 80% or More," we have grown steadily from the school year of 2005-2006 where we were educating students 55.7% in this category till more recently in the 2009-2010 school year where we educated 85.9% in this category. Steady progress was also made in the school years in between those identified years (2006-07, 07-08, and 08-09). Overall, this is a significant improvement and provides evidence that our District has been successful in providing special education services and supports in the least restrictive environment.

Parent involvement is an integral part of the LRE decision-making process. The discussion regarding the educational placement and services for the student always begins with the consideration by the IEP Team for the option of service delivery in the regular education classroom with supplementary aids and services and extracurricular activities to further clarify the needs in the least restrictive environment. The Team will determine the degree and level of educational need and to provide each student the opportunity to succeed first within the regular education classroom. Instructional support strategies, scientifically-based interventions, remedial courses, co-teaching models, inclusive practices, Title 1 Reading, after school programs, supplemental aides and services, and differentiated instruction are some examples of strategies employed to assist the student within the context of the regular education environment.

In addition, paraprofessionals and personal care assistants are employed by the Blackhawk School District to assist students with more significant disabilities so they can participate

and remain within their home school. Inclusive practices are implemented in all buildings within the district. In addition, all students are afforded the opportunity to participate in clubs and extra-curricular activities. The school district encourages all students to participate in all activities.

The Instructional Support process continues to be implemented at all levels prior to referral for multidisciplinary evaluation. The Team strives to support students in the general education setting before referring for a multidisciplinary evaluation.

Our District wide Positive Behavioral Support Plan, Do Your P.A.R.T. (Perseverance, Accountability, Respect, and Trust), and the Olweus Anti-Bullying Program also support our students and address behavioral expectations, as well as continued data collection and feedback for staff and parents. Do Your PART was initiated in December of 2009 to set behavioral expectations of students and guidelines for discipline. The Olweus program officially began in Fall of 2010, however, staff and committees were trained in the year of 2009-10 to assist with implementation of the program. Together, these two behavioral programs support all students and maintaining them successfully in the school setting. Presently, the District has a continuum of programs and services available either within the District, at locations operated by neighboring school districts, by the Intermediate Unit, or through locally operated private facilities. After first considering the student's home school, if the IEP Team determines that more restrictive options may be required to successfully meet the student's degree of need, then a full range of services is next considered. All of these steps ensure Blackhawk School District's commitment that to the fullest extent possible, children with disabilities are educated with non-disabled peers;

- Placement decision is made at the IEP meeting with parent involvement.

- The student's full range of needs are determined.

- The full range of placement options are discussed and considered beginning with services provided in the regular education setting.

- Placement to a more restrictive setting outside the regular education setting would be determined appropriate only when services could not be appropriately delivered in the regular education setting.

- Decisions for placement would be based upon the educational and emotional needs of the individual student.

- If placement outside the regular education setting is deemed necessary, the IEP Team will consider opportunities for the student to participate in appropriate programs, curricular and extra-curricular activities and inclusive settings as appropriate.

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.

- Partnership with Slippery Rock University for site-based training of all staff in inclusive practices and co-teaching models.

- Inclusive Practices Grant-PaTTAN

- Budgeting funds to support common planning time for co-teaching.

- BVIU/TAC staff supports inclusive practices within district, as well as provides on site trainings for staff.

- Administration supports special education programs and inclusive practices and on-going training, and consultation regarding inclusion, co-teaching models and common planning time for teachers and paraprofessionals.

- Collaboration with BVIU/PaTTAN and neighboring school districts to institute practices supporting LRE.

- Consultation and coordination of the Student Assistance Programs and staff for student referrals, partnered with the Prevention Network of Beaver County.

- Training in differentiated instruction and Tiering.

- Flex grouping at all levels for areas of reading and math instruction.

- Training and implementation of reciprocal teaching strategies.

- Training and implementation of Reading Apprenticeship strategies.

- Data driven decision making teams.

- Professional Learning Communities (PLCS) team meetings at all grade levels to support instructional needs and student needs.

- CDC council meetings to support differentiated instruction and instructional needs.

- Utilizing alternative assessments.

- Accountability Grant funds to support after school programs.

- Training and implementation of DIBELS.

- Direct instruction and guided reading in primary buildings.

- SRA Corrective Reading Program for at-risk readers.

- District implementation of Data Wise Plan.

- MH/MR services through the Beaver County Behavioral Health office in Beaver Falls.

- Office of Vocational Rehabilitation (OVR).

- Wrap around services (BSC/TSS/Mobile Therapy) are utilized and collaborated with to ensure better behavioral functioning.

- Beaver County Rehabilitation Center (BCRC).

- Job Training of Beaver County.

BSD welcomes the assistance of local agencies and participates in team meetings with the behavioral staff, TSS, and BSC.

All of these steps ensure Blackhawk School District's commitment that, to the fullest extent possible, children with disabilities are educated with nondisabled peers. Additional steps include intense training in inclusive practices provided by a team of professors from Slippery Rock University, technology training for differentiated instruction, and a laptop provided for inclusion classes.

Children in private institutions are entitled to the same considerations and commitments as described above.

Behavior Support Services

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

- Social skills instruction (Social Stories)

- Counseling supports (school counselors, school psychologist, SAP Team, group meetings, IST, BSC/MT/TSS support)

- Structuring activities to create opportunities for positive social interaction

- Use cooperative learning group to foster social interactions

- Peer supports (e.g. facilitating friendships)

- Individualized behavior support plans

- Modification of rules and expectations

- Teach social communication skills, such as greetings, conversations, taking turns, sharing, negotiations, etc.

- School wide anti-bullying program, Olweus

- School wide "Do Your PART" Program

- Lunch Bunch Social Skills Group

- Lunch buddies

- Use of time management strategies

- Create a structured environment with predictable routines

- CPI Training for staff

- Mental Health providers/family based intervention teams, mobile therapist, BSC, TSS workers

- IST/SAP/PLC Teams

- Classroom positive reinforcement systems

- Assistance as needed with extra curricular activities-plays, musicals, band, concerts, sports, etc.

- D&A Counseling as required

- Grieg counseling as needed

- Peer Tutoring

- Provide support to teachers on instructional design (e.g. minimizing written directions, verbal prompts, cueing, etc.)

- Use coping/stress reduction skills when student is anxious about performance or behavior escalates

- Use of Sensory Integration Rooms for stress/anxiety reduction

- Use gestural, physical, proximity prompts to implement one of more of the crisis management procedures

- Use ABA for positive replacement behaviors

- Ignore inappropriate behavior when possible and use positive reinforcement for all appropriate behavior

- Anticipate and prevent the antecedents causing behavior

- Use FBA to determine behaviors

- Minimize timed activities; structure activities for class/team effort and cooperation

- Prepare students for transition or special event (e.g. fire drill)

- Use visual schedule; routine; verbal warning when a transition or different activity will take place

- Role play/model appropriate behavior

- Validate feelings/consistency of social skills development with social skills stories

- Teach student to self-monitor behavior; discuss student's view of behavior

- Adapt assignments/curriculum so student is able to achieve success

- Use a level system/positive reward system

- On-site training with guided practice, workshops with joint planning periods, conferences, study groups, District PLC and Teacher Development

- The District provides on-going training and refreshers for staff with School-wide positive behavioral support and the "Do Your PART" behavior expectations. Behavior expectations are outlined in students' agendas each year, and students and parents are regularly informed of behavior expectations in our school settings.

- On-site training with guided practice, conferences.

- A core team of staff members from each building level were trained and certified in CPI techniques.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Blackhawk School District is currently providing services and supports to all students identified with disabilities, and is not having difficulty ensuring FAPE for an individual student or any disability category. Special education and general education teachers at all levels design and implement the necessary adaptations and modifications with appropriate supplementary aids and services needed for students to be successful in the general education curriculum.

At all levels, the Instructional support process is implemented to ensure that each student has every opportunity to succeed in the general education classroom with appropriate interventions as needed. Through this process, when a student is referred for a multidisciplinary evaluation and is eligible for special education services, the IEP Team will implement instruction and services using supplementary aids and services to the maximum extent to ensure success within the general education classroom.

Personal care assistants and instructional aides are provided to assist students who have more significant disabilities so they may participate in the general education curriculum within their home school. The IEP Team always considers a full continuum of services.

When considering placement and services, the regular education classroom is always the first option considered with appropriate supplementary aids and services to enable children with disabilities to be educated with nondisabled peers to the maximum extent appropriate. If the team determines that this option will not meet the student's needs, then more restrictive options are considered.

The District offers a full range of services from supportive intervention in inclusive classroom settings to resource room support to part-time levels of intervention. Life skills support will be provided beginning in the Fall of 2011 to support our students with more complex support needs. Learning Support and Speech and Language Support are offered at all levels. The Beaver Valley Intermediate Unit provides Vision Support and Hearing Support services at all building levels as deemed necessary.

If a student's needs cannot be appropriately met within the school district, the Team considers other options which have been successful:

- Reconvene the IEP Team

- Provide the necessary support for school personnel

- The BVIU would be contacted for assistance and we would identify the existing services and supports available within our district and community such as MH/MR, Achieva, Behavioral Health, Prevention Network, BCRC, OVR, Lifesteps, Seneca Ridge, Drug & Alcohol Services, Base Service Unit

- In some cases the BSD has utilized services from neighboring school districts, as well as mental health providers, such as wrap-around agencies

- Approved Private Schools when needed such as Watson Institute-The Education Center, Wesley Spectrum Academy, School for the Blind

- Private Schools such as Holy Family Day School, Glade Run, Presley Ridge, McGuire Memorial can be considered

- Regional Choice Initiative (RCI) operated through the Beaver Valley Intermediate Unit, which is comparable to blended schools programming

- Blackhawk High School Cyber Program, which is monitored by high school staff, and students are able to follow a high school curriculum

- Homebound instruction and/or Instruction in the home may be considered by the IEP Team if warranted

To address any identified gaps in the continuum of services, the BSD administrative staff meets twice a month for Administrative meetings to discuss district needs and programs. Data from screening information, transition meetings, and assessment information is reviewed at building levels and district level to determine gaps in services and programs. Based on these collaborative efforts, a Plan would be developed to address such gaps in services and presented to the Superintendent, and if necessary, to the School Board, for

approval.

The Blackhawk School District works closely with the BVIU and PaTTAN for Interagency Collaboration. The interagency approach will be implemented in an on-going proactive manner through collaboration between behavior agencies, BVIU, and the District. Collaboration of services entails our responsibility to attend and participate in interagency trainings and meetings to increase our awareness of the local resources. If a situation warrants collaboration, the District would contact the Intermediate Unit Interagency Coordinator who will coordinate a meeting including all the necessary school personnel, representatives of key agencies and organizations and parents to ensure FAPE for students with disabilities.

If the District was ever in a position where a placement that provides FAPE for a student cannot be located, the District would contact the Bureau of Special Education for guidance and advice.

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 Blackhawk School District has a dedicated, caring and committed special education, general education and administrative staff who work collaboratively to address the needs of all the students. This Team approach is used in making all decisions regarding at-risk students and students with special needs. All professional staff, administrators, principals, counselors, paraprofessionals and the school psychologist are committed to working collaboratively in all aspects of decision making regarding students with disabilities.

The following information highlights the initiatives and strengths of our current special education services and support programs for students in Blackhawk School District:

- An effective K-12 Instructional Support Team program and pre-referral process.

- Special education students are expected to meet the academic standards developed by the district for all students.

- Evidence-based curriculum in reading and math.

- Data driven instruction and interventions.

- Adoption of universal screening procedures.

- Inclusive practices are a priority at all building levels.

- Consultation with Slippery Rock University for professional development in Inclusive practices and Co-teaching models.

- Continual staff development opportunities provided for all staff in progress monitoring, differentiated instruction, Tiering, learning styles and instructional strategies and positive behavior support/Functional Behavioral Assessment.

- Implementation of District-wide Anti-Bullying program called Olweus Bullying Prevention Program. Training has included all staff employees within district, such as core committee trained staff, who have then trained all District employees.

- Implementation of District-wide Professional Learning Communities (PLC) at all buildings. PLCs are considered to be a driving force behind student support and improving teacher practices by frequent collaboration among teachers regarding instruction, assessments, and student progress/needs.

- On-going communication between parents and staff through IEP Team meetings, phone contacts, agenda books, behavior plans, the internet, Classroll, Quarterly Progress reports, Interim reports, Report cards.

- Monthly Special Education Department meetings to address ongoing student needs and training needs, and to continue to support students and staff.

- Monthly paraprofessional meetings to address ongoing student needs and training needs.

- Use of Sensory Integration Rooms in 2 Primary buildings and the Intermediate School.

- Before and after school programs, such as Jumpstart Reading and Cougar Time.

- Speech/Language services at all District levels.

- Occupational Therapy, Physical Therapy, Orientation and Mobility, Braille services, and Audiology/Hearing impaired support at all District levels.

- Professional School Counselors K-12, SAP Teams, and Crisis Intervention Teams are available for support and interventions.

- Graduation Rate met SPP Target.

- Drop out rate met SPP Target.

- Attendance rate has met SPP Target.

- State Targets have been met regarding AYP in the areas of Reading, Math, Writing, and Science across all schools in the District, as well as subgroups including Special Education.

- Strong positive community and interagency relationships.

- Partnership with Beaver Valley Intermediate Unit #27 for on-site trainings, professional development and consultation.

- Administrative support for Special Education initiatives, such as the Life Skills Program-Cougar P.R.I.D.E. (Parent teaming, Responsiveness to students, Individual goals and instruction, and Educational foundations and standards).

- Highly Qualified teachers and paraeducators.

- A continuum of services is provided through Transition plans as students change from building to building within the District for grades 2 to 3, 5 to 6, and 7 to 8.

- Transition services for IEP students are a focus at the secondary level.

- Monthly transition meetings at the High School level.

- Training for paraeducators provided locally and through the Beaver Valley Intermediate Unit and PaTTAN, as well as inservice trainings conducted by School Psychologist.

- Access to a wide variety of staff development and training opportunities through workshops, conferences, Intermediate Unit, PaTTAN, Slippery Rock, including training in Reading Apprenticeship, Reciprocal Teaching, Guided Reading, Professional Learning Communities, Data Analysis, Differentiated Instruction, IEP Development, NOREP writing, ASSIST training, inclusive practices, DIBELS, Progress Monitoring, Behavior Support, Assistive Technology, Autism Spectrum Disorders, and Social Skills.

- Leader Services program which provides instant communication with the Intermediate Unit for data management/Child Count and PIMS reporting, as well as the School-based ACCESS program.

- Classroll for recording and management of student grades, attendance, disciplinary actions, district test results, including 4Sight and PSSA results.

- The district utilizes 4Sight assessment to monitor student progress in grades 3-12 as well as Star reader, Star math, Accelerated Reader, Guided Reading, DIBELS, and Reciprocal Teaching.

- All teachers in the district have personal computers and the Special Education teachers have been provided laptops to manage student data and input information for Evaluation Reports and IEPs using progress monitoring techniques. Wireless keyboards are utilized to facilitate IEP Team meetings and the documentation process.

- SRA Corrective Reading program for special needs students in grades 3-11. The progress monitoring information strongly supports the effectiveness of this program.

- Assistive technology for individual students, classroom FM systems for students with hearing impairments. Close collaboration with the BVIU regarding the necessary and recommended supports for our students with hearing impairments.

- The BSD is committed to staying current on effective and best instructional practices. The District participates in numerous initiatives, such as Data Driven Decision

Making, Value Added Assessment, Progress Monitoring, Classrooms for the Future, Safe Schools, Health and Wellness Initiative, and Reading Apprenticeship.

- The District utilizes the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for all students in grades K-3 and IEP students in grades 4-5 to drive instruction based on assessment results. In addition, the District purchased a new reading series through Harcourt which aligns interventions with DIBELS.

- BSD is proud to have high parent participation in IEP meetings and other Team meetings.

- Training for paraprofessionals using the PDE paraeducator competencies with partnership with BVIU and PaTTAN and inservice programs.

- Related services are provided to students, such as guidance counseling, personal care assistants, and hearing support.

- Personal Care Assistants are provided as deemed needed based on student needs and functioning levels.

- Instructional Aides are employed at every level in order to support the students in resource rooms and inclusive classroom settings.

- The District contracts with the Intermediate Unit and other local educational facilities to provide appropriate and specific educational programs for those students who require significant intensive services which cannot be provided within the school district.

The Blackhawk School District serves students with disabilities in grades K-12 through a wide range of services in order to appropriately address individual needs with the maximum support of supplementary aides and services. During IEP meetings, parents of special needs children have consistently expressed their satisfaction with the programs and services provided by the District. Blackhawk School District has always valued parent involvement and we have consistently had a high rate of parent involvement at IEP meetings, trainings, and school functions. There are well established, positive relationships between staff and parents at all grade levels within the District as well as those interagency relationships developed between parents and other educational providers, agencies, and neighboring school districts.

Monthly Special Education Departmental meetings are utilized to collaborate on students' progress and ongoing special needs. Substantial focus is placed on meeting the needs of students, as well as staff, so that students are met with success in their school environment and beyond. School District initiatives are also discussed as they relate to special education services and supports.

Special education students are expected to meet the academic standards developed by the District for all students. Data is analyzed from DIBELS, 4Sight tests, standardized tests, quarterly assessments, PSSA and PASA results to monitor how students are meeting academic standards and to achieve success through continuous growth and support. The

District will continue to include Special Education students in the District-wide testing program and will continue to analyze scores and progress monitor students. Assistive Technology and supplemental aids are provided as needed to address student learning needs. Special Education teachers are trained to use the ASSIST document to assign students to the PASA tests.

The District provides quality programs and services to all of its students. Inclusive practices are a priority in all buildings in the District. Blackhawk continues to provide professional development to improve inclusive practices. Newly hired teachers are trained as part of the Induction process, and all teachers are continually part of ongoing collaboration with special education teachers and support staff regarding inclusion, Co-teaching models, effective teaching strategies, differentiated instruction and technology in order to accommodate students with disabilities. Special education teachers participate in standards-based learning seminars, NOREP writing trainings, and serve on curriculum committees provided by the District to enable collaboration of content instruction. Professional Learning Communities (PLCs) are considered to be the driving force behind student support and improving teaching practices by using the combined talents and insights of teachers to contribute to and support one another in an attempt to ensure student success. The school also uses PLCs to change instruction and share or participate in academic decision-making. Teachers meet on a routine basis to have open discussions regarding student work, progress, and even struggles of the learners within their classrooms. The strategies of experts are shared in order to constantly improve their ability to facilitate student learning. PLC meetings are also used to discuss student issues, and are also used to meet with parents as well. Teachers discuss lessons and upcoming activities so that tests, projects, etc. do not overlap resulting in students having multiple expectations at the same time. PLCs also discuss and implement District Initiatives such as, differentiated instruction, Robust Vocabulary, Reading Apprenticeships, Olweus Anti-Bullying program, and book studies.

Continual staff development opportunities, trainings, conferences, and workshops are provided for all staff in progress monitoring. Autism spectrum disorders, Select Mutism, Tourette's, social skills, differentiated instruction, learning styles, instructional strategies, inclusive practices, technology, co-teaching models, Reading Apprenticeship, and behavior support. The special education staff has been trained in the area of writing comprehensive Behavior Support plans to assist students to maintain appropriate behaviors and support them in the least restrictive environment. The staff has also been trained in writing effective IEP Goals using the LEADER IEPWriter program. NOREP training has also been provided. Each staff member has been provided computers and training for accessing students' grades, attendance, progress and information to assist in progress monitoring and meeting students' individual needs.

A continuum of services is offered to eligible students within the district and in a variety of settings neighboring the district, with the goal of maintaining a least restrictive environment. A collaborative team approach is used in making all decisions regarding eligible students. Parent involvement is a high priority, beginning with Early Intervention collaboration, the Child Find process, Instructional Support team process, to the MDE and

IEP development. Communication is on-going between parent and staff. Agenda books for all students and Classroll are ways that parents can monitor their child's progress throughout the year.

The Blackhawk School District cares about the safety and well-being of our students. In order to assist in this goal, in January 2010 a core committee of staff were trained in the Olweus Bullying Prevention Program. This program has over 35 years of research and successful implementation all over the world, and is the most researched and best-known bullying program available. The goals of this program are to reduce bullying problems and prevent new bullying problems from happening, as well as to improve overall peer relations. In May 2010, the core committee trained staff trained all the staff in the District on the Olweus program. The Olweus Program was formally kicked off in Fall of 2010 in all buildings in the District. Parent awareness activities were arranged regularly to inform parents of Olweus, and the goals and behavioral strategies being used.

A new initiative is underway at our District called the Cougar P.R.I.D.E. program, which is an innovative Life Skills program that will embrace, support, and challenge our students with more complex and exceptional needs that are addressed in Individualized Education Programs (IEPs). The PRIDE program began in Fall of 2011. Our PRIDE program enables our staff to support students with exceptional needs, while maintaining these students in their home district with typical peers in a public school setting. Students receive weekly speech/language therapy and multisensory support, as well as occupational and physical therapies. Students will receive individualized instruction based on their academic levels and functioning needs. Community based instruction will be a focus to assist in development of daily living skills, vocational skills and social skills. Frequent Team meetings will be an integral part of the program that can address student needs, schedules, and ongoing progress, and allow for increased collaboration among team members.

The Blackhawk School District prides itself on a strong Instructional Support Team process, child find process and the pre-referral process which are very effective in identifying at-risk students and providing general education teachers and parents knowledge of pre-referral strategies and interventions in order to support struggling students. Through this collaboration effort, not only are school teams better able to support students, but also, referrals for evaluations for special education services are reduced, which ultimately reduces the number of students receiving special education services.

Transition continues to be a focus at the secondary level. The Transition Coordinator and committee members including special education staff, OVR personnel, district counselors, and the Transition TaC staff member from the BVIU meet monthly to discuss transition programs and plans for individual students. Staff has also received training regarding Indicator 13 and writing IEP Transition Goals. Special education students are required to complete the Blackhawk School District Graduation Project, beginning in eighth grade with interest inventories to assist them in exploring and planning for post graduation, work/career opportunities.

Paraprofessionals have received training on an on-going basis from the Beaver Valley Intermediate Unit, PaTTAN, and the District School Psychologist. All paraprofessionals who work directly with special education students have received, or are currently working on,

the Credential of Competency required by the Bureau of Special Education. District paraprofessionals continue to assist students in inclusion classrooms, as well as in pull out settings, to insure student achievement.

There continues to be collaboration and a well-developed network between BSD and area preschools and Early Intervention agencies providing for effective transition of preschool children to the District kindergarten program. Through Transition meetings, the District is made aware of any specific needs or concerns which can be addressed as the child enters kindergarten. Parent teaming is essential with regards to this transition and addressing student needs.

The Blackhawk School District remains committed to meeting its obligation to educate special education students in order to provide FAPE.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon	Special Education Centers	Life Skills Support; Multi-Disciplinary Support	17
McGuire	Approved Private Schools	Autistic Support; Life Skills Support: Multi-Disciplinary Support	3
Economy Elementary	Neighboring School Districts	Autistic Support	2
Southwood	Other	Emotional Support	1

Special Education Program Profile

There are no programs.

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	District	1
Occupational Therapist	District	0.25
Physical Therapist	District	0.25
Special Education Secretary	District	1
Paraprofessional	Patterson	6
Paraprofessional	Northwestern	6
Paraprofessional	Blackhawk Intermediate School	13
Paraprofessional	Highland Middle School	5
Paraprofessional	Blackhawk High School	5.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	3 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
NA

District Accomplishments

Accomplishment #1:
Education

1. Connected STEM courses in the high school to careers and speakers (Science, Technology, Engineering, Math)

2. Implemented 9th grade Academy in 2013-2014

3. Implemented the Daily 5 Reading Framework in grades K-5

4. Implemented Reading assessments in grades K-5

5. Reduced outside cyber student enrollment numbers and costs

6. Aligned social studies and science curriculum to meet Common Core Standards

7. Piloted PDE Teacher Effectiveness Tool for volunteer teachers and principals

8. Prepared for and implement assessment changes (i.e. Keystone Exams)

9. Increased positive P.R. for educational programs in District

10. Oversee Blackhawk teachers instructing Blackhawk Cyber courses

11. Implemented Full Day Kindergarten and Pre-K Program

Technology

1. Created back-ups for student, staff, and financial data

2. Implemented BYOT (Bring Your Own Technology) options, address safety issues, and resolve policy concerns

3. Evaluated the infrastructure of all technology in the District and map out 3 year technology plan

4. Reviewed technology contracts and find opportunities for better quality service at a lower cost

5. Coordinated new technology at HMS and train staff for utilization

Business Office

1. Continue to address audit findings documented in audit reports

2. Meet and Discuss during 2012-13: Act 93, contract employees, and confidential secretaries

3. Support efforts of Wellness Committee to reduce health insurance costs

4. Refinance 2007 Bond Issue if rates warrant

5. Utilize online training modules from Public School Works for staff trainings

6. Implement sub service and compensated day tracking for employees (Aesop)

7. Bid, order, and receive furniture for the middle school

Food Service

1. Inform parents and students of lunch requirements and healthy options

2. Implement Healthy Food Kids Act

3. Implement new food court system at Highland

4. Limit financial loss / make profit

Buildings and Grounds

1. Continue to monitor and reduce overtime costs of Custodians and Maintenance

2. Document progress of Highland Renovation Project on website

3. Communicate progress of Highland Renovation Project to middle school parents

4. Complete District-wide ADA capital improvement projects

5. Move 8th grade to HMS Summer 2013

6. Reorganize space at high school for 2013-2014 school year

7. Eliminate un-needed used furniture

District Concerns

Concern #1:
Close the achievement gap in each building as determined by the PA Profile.

Concern #2:
Using PVAAS as an indicator for growth, each grade level will show a year's worth of growth in math and reading.

Concern #3:
Identify a math screener for students in grades K-5.

Concern #4:
Implement a research based writing curriculum in grades K-5.

Concern #5:
Increase achievement on Keystone exams by 3-5% each year.

Concern #6:
Using BAS assessment, have 100% of students reading at or above grade level as they exit 2nd grade.

Concern #7:
Utilize technology to increase academic achievement.

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Close the achievement gap in each building as determined by the PA Profile.

Using PVAAS as an indicator for growth, each grade level will show a year's worth of growth in math and reading.

Identify a math screener for students in grades K-5.

Implement a research based writing curriculum in grades K-5.

Increase achievement on Keystone exams by 3-5% each year.

Using BAS assessment, have 100% of students reading at or above grade level as they exit 2nd grade.

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

Aligned Concerns:

Close the achievement gap in each building as determined by the PA Profile.

Using PVAAS as an indicator for growth, each grade level will show a year's worth of growth in math and reading.

Identify a math screener for students in grades K-5.

Increase achievement on Keystone exams by 3-5% each year.

Using BAS assessment, have 100% of students reading at or above grade level as they exit 2nd grade.

Utilize technology to increase academic achievement.

Systemic Challenge #3 *(System #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

>   **Aligned Concerns:**

Close the achievement gap in each building as determined by the PA Profile.

Using PVAAS as an indicator for growth, each grade level will show a year's worth of growth in math and reading.

Implement a research based writing curriculum in grades K-5.

Increase achievement on Keystone exams by 3-5% each year.

Using BAS assessment, have 100% of students reading at or above grade level as they exit 2nd grade.

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

>   **Aligned Concerns:**

Close the achievement gap in each building as determined by the PA Profile.

Using PVAAS as an indicator for growth, each grade level will show a year's worth of growth in math and reading.

Implement a research based writing curriculum in grades K-5.

Increase achievement on Keystone exams by 3-5% each year.

Using BAS assessment, have 100% of students reading at or above grade level as they exit 2nd grade.

Utilize technology to increase academic achievement.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS, Keystone, BAS, PSSAs

Specific Targets: ?

Strategies:

Common Assessment within Grade/Subject

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

SAS Alignment: Assessment, Instruction

Action Steps:

Increase Student Acheivement

Description:

1. Alighn all curriculum, as applicable to PA Core Standards

2. Identify common assessments in each grade level along with timeline as to when assessments are given.

3. Review data in a timely manner and make instructional adjustments including reteaching, tutoring, interventions, etc...

Start Date: 1/1/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS, Keystone, BAS, PSSAs

Specific Targets: 1. Increased proficient and advanced students

2. Students reading at grade level

3. Research based interventions for at risk students

4. Students show one year of growth on PVAAS

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

Action Steps:

Systematic Intervention

Description:

Identify intervention groups based on data;

Identify research based intervention;

Train teachers;

Implement consistently

Start Date: 1/1/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #3: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Walk Trhoughs, Teacher Effectivness Evaluation Tool, teacher/classroom data for PVAAS, PSSAs, Keystone, BAS

Specific Targets: Based on teacher observation and student data, curriculum will be consistently delivered in classrooms as written.

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Action Steps:

Consistently Implement Curriculum

Description:

1. Walk Throughs and Evaluations will be reviewed to make sure that content that is being taught is in the assigned curriculum.

2. Principals will outline expectations.

3. Data Analysis will occur to identify weak areas in student assessment; teachers will identify where, when and how long those concepts were taught.

Start Date: 1/1/2014   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies: None selected

Goal #4: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Walk Throughs and Teacher Effectiveness Evaluation Tool

Specific Targets: Teachers will implement District instructional initiatives with fidelity.

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined,

http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Full Day Kindergarten

Description: One study indicates Full-Day Kindergarten may not enhance achievement in the long term and may actually be detrimental to mathematics performance and non-academic readiness skills; the study indicates that the 5th grade achievement gap between white and black students is related to non-academic readiness skills possessed by students prior to entering kindergarten. (Source: http://www.rand.org/pubs/monographs/2006/RAND_MG558.pdf) Another study indicates that low socioeconomic status minority students who attended full-day kindergarten performed statistically better in math and reading in third grade than did the identified students who attended half-day kindergarten. http://opus.ipfw.edu/cgi/viewcontent.cgi?article=1009&context=spe

SAS Alignment: Instruction

Positive Behavior Support

Description: "Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior…It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring…Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities." (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)

SAS Alignment: Safe and Supportive Schools

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction

Action Steps:

Instructional Implementation

Description:

1. Clear expectations of expectations

2. Professional Development where needed

3. Monitoring of teachers by administration

4. Data analysis to identify effectiveness

Start Date: 1/1/2014   **End Date:** 6/30/2018

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

Supported Strategies: None selected

Appendix: Professional Development Action Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Start	End	Title	Description
1/1/2014	6/30/2018	Increase Student Acheivement	1. Alighn all curriculum, as applicable to PA Core Standards 2. Identify common assessments in each grade level along with timeline as to when assessments are given. 3. Review data in a timely manner and make instructional adjustments including reteaching, tutoring, interventions, etc...

Person Responsible	SH	S	EP	Provider	Type	App.
Nancy Bowman, Curriculum Director and building principals	2	10	15	Adminsitrators and Teacher Experts in the District	a variety of the above	No

Knowledge	How to increase student achievment in the classroom
Supportive Research	Utilize SAS, Harvard's Data Wise process, differentiated instruction and researched based interventions.

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator's content knowledge in the area of the educator's

specialists:
certification or assignment.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format
LEA Whole Group Presentation
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

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

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

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

    Analysis of student work, with administrator and/or peers

    Creating lessons to meet varied student learning styles

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

    Student PSSA data

    Standardized student assessment data other than the PSSA

    Classroom student assessment data

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

Start	End	Title	Description
1/1/2014	6/30/2018	Systematic Intervention	Identify intervention groups based on data; Identify research based intervention; Train teachers; Implement consistently

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals	2.0	10	15	School District	a variety of the above providers	No

	Intervention praactices;
Knowledge	Grouping of students;
	Data analysis
Supportive Research	Interventions will be chosen to match the students' needs

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation

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

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**

Start	End	Title	Description
1/1/2014	6/30/2018	Instructional Implementation	1. Clear expectations of expectations 2. Professional Development where needed

3. Monitoring of teachers by administration

4. Data analysis to identify effectiveness

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals	2	10	30	District	Variety of providers such as IU, consultants, and teacher leaders	No

Knowledge   Deep understanding of strategy and implementation with fidelity

Supportive Research   All instructional initatives are research based

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Chief School Administrator

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.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator