

Blackhawk SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

500 Blackhawk Rd
Beaver Falls, PA 15010
(724)846-6600
Superintendent: Robert Postupac
Director of Special Education: Elizabeth Altenhof

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. The Steering Committee meets weekly, beginning October 11, 2017, to progress through each step of the process.
2. Data Walk Through Teams conduct walk throughs and analysis of student performance data with end report of analysis by completing tables provided within the online guidance tool. Once complete, the committees present data and analysis to the Steering Committee to compile the list of accomplishments, concerns, and challenges.
3. The Steering Committee builds the list of accomplishments and challenges reported within the online system.
4. The Steering Committee reviews the goals identified by the online tool.
5. The goals are identified and the timeline/cycle is designed by the Steering Committee within the online system to attain and measure completion of each goal.
6. The entire teaching staff was introduced to various parts of the Comprehensive Plan on the first inservice Day of the 2018-2019 school year, August 22, 2018. Approximately 164 teachers attended the overview conducted by the Director of Curriculum and Instruction. They were encouraged to email or call with their suggestions for additions, deletions, and/or changes.
7. During the 28-day Public Review, the entire teaching staff, various staff members, members of the Professional Education Committee, and stakeholders reviewed the completed Comprehensive Plan after it was submitted to the Board on September 4, 2018. Mrs. LeDonne, the Director of Curriculum and Instruction, scheduled faculty meetings in each building to present an overview of the Comprehensive Plan to the teaching staff. During each meeting, teachers were encouraged to review the entire document and send their questions and concerns to her for clarification. Several questions were addressed which resulted in changes to the document. After the October Board Voting

Meeting, the Board president and the Superintendent will sign the Comprehensive Plan and submit it before the November 30, 2018 deadline.

Mission Statement

The Steering Committee surveyed the Blackhawk personnel and their choice for the Mission Statement is:

The Blackhawk School District's Mission is to empower every student to achieve his/her best every day.

Vision Statement

The Steering Committee surveyed the Blackhawk personnel and their vision for the future is:

The Blackhawk School District prepares, educates, challenges, and inspires students.

Shared Values

We believe that:

Each person has value and is worthy of respect.

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

All stakeholders are accountable for the success of our students.

We provide relevant and meaningful learning experiences.

Rigor, relevance, and relationships are the focus.

Technology is an integrated part of all educational experiences.

All students and staff are life-long learners.

All ideas are valued.

All employees present themselves as professional, ethical leaders.

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 17,891 people live in the 70.6 square miles of the district, with 253.4 people per square mile.

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. Within the District's boundaries is the county airport, numerous retail shops, banks, restaurants, medical professionals, places of worship, daycare centers, and is eleven miles from the Beaver Valley Mall. Blackhawk has local police departments and fire departments on call at all times. The district has a public library, a municipal sports center, and at least two parks that many families enjoy. The community's median income is \$57,222, while the median value of an owner-occupied housing unit is \$147,700. Most of the community works in the following sectors: manufacturing, healthcare, retail, and education.

The district's four buildings house approximately 2400 students: Blackhawk High School (Grades 9-12), Highland Middle School (Grades 5-8), Northwestern Primary School and Blackhawk Intermediate School (Grades K-4), and Patterson Primary School (Grades K-2). The district employs 164 teachers, 42 para educators and support personnel, 32 cafeteria staff and 30 maintenance/custodial staff. Our student population is not unlike many schools in Pennsylvania with students of all ability levels, strengths, needs, talents, and interests.

The district has numerous interagency partnerships to serve both student and family needs. Each school has an in-place mental health professional through Glade Run Services who meets with students on a weekly basis. This service bills the parents' insurance. Blackhawk partners with Class Academy, an Alternative Education for Disruptive Youth school (AEDY) to meet the needs of students needing that level of academic and emotional support. The district has an anonymous hotline, TipLine, on the district website that community members, staff, and students are encouraged to use if they suspect someone in the district needs help or may harm themselves or others.

Parents, grandparents, and community members, such as the Lions Club, are welcomed regularly into the school as volunteers with all appropriate clearances in place. These volunteers help students with reading and math skills in Grades K-5. All buildings have a Parent Teacher Organization that works closely with principals and teachers for special academic and recreational projects and celebrations. Musicals, K-12 concerts, sporting events, Grandparents' Day, Veterans Day Celebrations, and Open House events celebrate the partnership Blackhawk enjoys with its parents and families. Middle School and high school students participate in numerous philanthropic projects for those in need in their community and around the world. The grounds surrounding the high school itself, and the indoor pool, are enjoyed as a community recreation center by many community members.

The Blackhawk School District is a vital member of the communities and families it serves.

Planning Committee

Name	Role
Amy Anderson	Administrator : Professional Education
Mike Arborgast	Administrator : Professional Education
Jodi Borroni	Administrator : Professional Education
Rick Ford	Administrator : Professional Education
Laura Miller	Administrator : Professional Education
Scott Nelson	Administrator : Professional Education
Dr. Robert Postupac	Administrator : Professional Education
John Battaglia	Board Member : Professional Education
Bonnie Goehring	Board Member : Special Education
Dan Jones	Board Member : Professional Education
Dr. Frank Makoczy	Board Member : Professional Education
Neil Morrison	Board Member : Professional Education
Doug Schaefer	Board Member : Professional Education
Matt Wimmel	Board Member : Professional Education
Melissa Ziegler	Board Member : Professional Education
Bryan Wright	Business Representative : Professional Education
Glenn Zahn	Business Representative : Professional Education
Steve Dillon	Community Representative : Professional Education
Karin Zahn	Community Representative : Professional Education
Bob Abel	Ed Specialist - School Counselor : Professional Education
Kelley Engle	Ed Specialist - School Counselor : Professional Education
Sami Hanna	Ed Specialist - School Counselor : Professional Education
Andrew Yuhaniak	Ed Specialist - School Counselor : Professional Education
Elizabeth Altenhof	Ed Specialist - School Psychologist : Professional Education Special Education

Barb Brown	Elementary School Teacher - Regular Education : Professional Education
Amy Cienkowski	Elementary School Teacher - Regular Education : Professional Education
LuAnne Maginness	Elementary School Teacher - Regular Education : Special Education
Mandie Payne	Elementary School Teacher - Regular Education : Professional Education
Erica Shildt	Elementary School Teacher - Regular Education : Professional Education
Heather Stein	Elementary School Teacher - Regular Education : Professional Education
Christina Chesno	Elementary School Teacher - Special Education : Special Education
Hannah Nohe	Elementary School Teacher - Special Education : Special Education
Missy Bender	High School Teacher - Regular Education : Special Education
Missy Bender	High School Teacher - Regular Education : Professional Education
Ashley Biega	High School Teacher - Regular Education : Professional Education
Naomi Equels	High School Teacher - Regular Education : Professional Education
Heather McCowin	High School Teacher - Regular Education : Professional Education
Anita Mensch	High School Teacher - Regular Education : Professional Education
Dale Moll	High School Teacher - Regular Education : Professional Education
Jamie Moon	High School Teacher - Regular Education : Professional Education
Ken Moser	High School Teacher - Regular Education : Professional Education
Anita Steppe	High School Teacher - Regular Education : Professional Education
Dr. Joy Winters	High School Teacher - Regular Education : Professional Education
Nina Harper	High School Teacher - Special Education : Special Education

Jim Cox	Instructional Technology Director/Specialist : Professional Education
Brian Bain	Middle School Teacher - Regular Education : Professional Education
Lauren Bartoe	Middle School Teacher - Regular Education : Professional Education
Kyle Braddock	Middle School Teacher - Regular Education : Professional Education
Ryan Hardesty	Middle School Teacher - Regular Education : Professional Education
Sarah Shuleski	Middle School Teacher - Regular Education : Professional Education
Drew Bosco	Middle School Teacher - Special Education : Special Education
Tracy Yowler	Middle School Teacher - Special Education : Special Education
Joe and Kody Antesberger	Parent : Special Education
John and Grace Masterson	Parent : Special Education
Stephanie Troup	Parent : Professional Education
Jim Troup	Parent : Professional Education
Jan Zang	Parent : Professional Education
Tracy Zoppelt	Parent : Professional Education
Korin McMillen	Special Education Director/Specialist : Professional Education Special Education
Marianne LeDonne	Student Curriculum Director/Specialist : Professional Education Special Education
Tara Jones	Student Services Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

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

American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Developing

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

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

The district has not developed, expanded, nor improved the existing Pennsylvania Academic Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Curriculum characteristics are not yet accomplished, however, the plan to address this need will result in these characteristics being accomplished by Year 3 of the Comprehensive Plan.

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

As a result of the objective analysis conducted by district committees consisting of teachers, parents, administrators, Board members, and community members, the district's goal is to take the existing curriculum and work through a six-year curriculum design plan to improve the process and curriculum through grades K-12 in all disciplines. This scholarly work will involve all administrators and teachers in all grades and disciplines.

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.	Needs Improvement
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Needs Improvement
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:

Curriculum Characteristics are not yet Accomplished, however, the plan to address this need will result in these characteristics being accomplished by Year 3 of the Comprehensive Plan.

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

As a result of the objective analysis conducted by district committees consisting of teachers, parents, administrators, Board members, and community members, the district's goal is to take the existing curriculum and work through a six-year curriculum design plan to improve the process and curriculum through grades K-12 in all disciplines. This scholarly work will involve all administrators and teachers in all grades and disciplines.

Middle Level

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

Processes used to ensure Accomplishment:

Curriculum Characteristics are not yet accomplished, however, the plan to address this need will result in these characteristics being accomplished by Year 3 of the Comprehensive Plan.

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum Characteristics are not yet accomplished, however, the plan to address this need will result in these characteristics being accomplished by Year 3 of the Comprehensive Plan.

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.

Planned instruction by appropriately state certified teachers is modified according to student IEP goals/accommodations, 504 Plan modifications, PSSA results, Keystone results, and formative assessment results. These modifications and accommodations are made so that students are supported and challenged appropriately so that each can attain and master the rigorous standards aligned curriculum at all mental and physical ability levels. Regular teachers, Special Education teachers, and Title I teachers, meet on a regular and planned basis to discuss appropriate instruction for all students. These regularly planned and frequently daily meetings allow instructors to adjust and augment instruction to meet individual and classroom needs to master the curriculum. The district's goal to improve curriculum will improve instruction as well.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

All administrators follow the Danielson Framework and are master teachers themselves with years of experience conducting and evaluating classroom observations focused on instruction. These administrators work as instructional coaches daily helping teachers to fine-tune their instructional methods to meet the needs of all students. Administrators take this responsibility very seriously and would not share this with someone not possessing administrative certification nor one not employed as an administrator in the district. Blackhawk administrators are instructional leaders.

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

Peer evaluating and coaching is not employed in the district. This is solely an administrator's responsibility and job to ensure standards aligned instruction and consistency between classrooms and grades is fully articulated. Peers are not appropriately certified as administrators to hold this responsibility. Our district administrators possess more than a working knowledge of how a teacher is to deliver a standards aligned curriculum through instruction. Teachers are observed daily. If a teacher is in need of coaching, the building principal will design and deliver the coaching with built-in assessments to ensure it is meeting the teacher's needs.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full

	Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Middle Level

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

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

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% 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.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

The high school does not participate in structured grouping practices. Students register for classes according to their interest. The high school uses the inclusive model of instruction for students to meet their needs as per an IEP. The high school also uses a traditional bell schedule so that flexible instructional time is not an option, however, students and teachers work together during the regular school day, during Study Hall, or before and after school to meet the student's needs. If a teacher assesses the student's needs to be more serious, a parent-teacher meeting will be called or the IEP team will convene to address the need and create a plan to correct it. This is done on a regular basis.

Recruitment

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

The district has specific hiring guidelines and procedures that the administration follows explicitly. Positions are advertised with a due date for accepting applications. Applications are reviewed by a team of principals and administrators with the principal whose building the new hire will be in as the Lead. Only those applicants holding valid and appropriate state certifications are called in for an interview which is typically three rounds with the last round being conducted in front of the Board. A series of questions are asked by a team of interviewers normally consisting of multiple building principals, the superintendent, and at least one subject/grade level teacher. All interviewers record the candidate's responses and rate each candidate. Those candidates holding the highest scores as per the group, are called back for the second round. The third round may have two candidates brought to the Board for the final interview. References are called for all final round candidates. The district hires only those teachers who are the most effective and appropriately certified to meet the needs of all students, not just those who are below proficiency or at risk of failure - all students. This process is also referenced in the district's Title I Equity Plan.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00

Electives	4.50	4.50	4.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

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

Local Assessments

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

Methods and Measures

Summative Assessments

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

Benchmark Assessments

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

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
AR tests	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
Dibels	X			
CDT		X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	E EI	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 to validate assessments are indeed assessing what a teacher has taught. Formative and diagnostic

assessments are used to group students for instruction. Curriculum Based Assessments (CBAs) at the middle and high school are continually reviewed and aligned to the format and level of rigor of summative assessments. Assessments are reviewed in department meetings, grade level meetings, by Professional Learning Communities, 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.

This procedure is done per grade level and lead by the building principal as dictated by student achievement data on DIBELS, BAS, the PSSA exams and the Keystone exams. The validation process is currently accomplished in-house, however, plans to formalize this process are being discussed. Independent validation is something the district is very interested in developing.

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, 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 the classroom level
2. Academic Intervention Meetings for Grades K-5
3. Student Assistance Program meetings for Grades K-12
4. Child Find at Grades K-12
5. Professional Learning Committee meetings focused on student achievement

6. Data Wise meetings to analyze data K-12
7. Pre-tests/screenings for grouping or course selection

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Assessment data is analyzed and the following strategies are implemented:

1. Guided Reading in Grades K-5,
2. Daily 5 in Grades K-5,
3. Title I Strategic Intervention for Grades K-2,
4. Special Education for Grades K-12,
5. Gifted Education for 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	E EI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & 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 of 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.

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.

The Blackhawk School District has no struggling schools. The administration and teaching staff are continually monitoring student assessment data, both normed and teacher-made, and student performances outside of the classrooms to ensure all students are attaining proficient academic standards. Close attention to emotional wellbeing and attendance are a priority with teaching staff, administration, and guidance counselors to ensure attainment of academic standards at the proficient level and/or continued growth in academic achievement. One of the current achievement areas the district is working on is closing the achievement gap in mathematics for our students in Grades 3-8. Plans to secure the teachers in grades K-2 to review the data collected by the teachers of grades 3-8 math that identified the achievement gaps and skills that need addressed in the primary grades are to be scheduled for the 18-19 school year. Professional development addressing these needs is anticipated as well.

Other initiatives in the other buildings:

K-4 Benchmarks, CDT Assessments, DIBELS, BAS

Assessment Binders Grades 5-8

Project -Based Assessments, remediation for Keystone Exams

Programs, Strategies and Actions

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

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

The district enjoys a positive relationship with the local police departments and the State Police department that service the communities our school buildings are in. Our memorandum of understanding ensures the police consistently patrol our parking lots, attend athletic and music events to help with traffic, and answer every emergency call with alacrity. The departments have toured our schools in case they are needed at a building outside of their normal jurisdiction. The separate departments regularly visit each school and are frequently invited to eat lunch with the students.

The district is not interested in the placement of school resource officers at this time. The district installed a total of over 160 security cameras across all four buildings thus increasing security. Discipline referral data does not show an increase in behavior that would warrant a school resource officer at this time, however, if this data should show an increase in violent behavior, then the district would investigate all possible solutions of which a resource officer may be one.

The Safe Schools Grant afforded extra swipes for additional doors at Blackhawk Intermediate School and Patterson Primary School. Every door has a swipe at Highland Middle School.

Peer Helper Programs vary by school for example, BIS Buddies are at the intermediate school, Student Ambassadors are at the middle school, and the Blackhawk National Honor Society provides peer tutoring at the high school.

Conflict resolution methods are taught to students by counselors and teachers and practiced on an ongoing basis.

ID badges are used by every employee and security cameras are in every school. The

enclosed entrances that are in Patterson Primary School and Highland Middle School are needed throughout the district and will be explored as possible renovation projects. Skyward, the district's student data management system, is used by teachers to report student discipline issues as they occur. This report is immediately routed to the appropriate assistant principal and building principal to be addressed in a timely manner.

Screening, Evaluating and Programming for Gifted Students

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

The Blackhawk School District meets the needs of all learners by providing a challenging, stimulating environment that encourages students to grow and develop their academic and creative skills. We deliver a solid, rigorous curriculum with high expectations for all students, and create enrichment opportunities in many talent areas. We creatively use technology for instruction and opportunity, and to increase student learning and engagement. We recognize the role of motivation, maturity, and interest in assessing student need.

Public awareness of how to request gifted evaluations, gifted services and supports, parents rights to due process, and confidentiality, is regularly maintained by the Blackhawk School District through such means as Student Agenda books, local newspaper, distribution of printed information, and the District website. On the District website, parents and teachers can read about the screening process, identification guidelines, gifted criteria, and the programs and services a gifted student could receive. District staff responsible for the gifted identification process are listed with their contact information, as well as links to the IU, the Council for Exceptional Children, the Pennsylvania Department of Education, and the Pennsylvania Training and Assistance Network.

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

Through an ongoing screening process, a teacher, or other professional, may believe that a student is gifted, or thought to be gifted, as information indicates a high potential and performance levels which exceed that of other students in the regular classroom. When this occurs, school staff consult with the parent of a student to discuss a more individualized gifted screening process that includes an individual brief IQ assessment and individual achievement assessments. Pending parent permission, individual gifted screening assessments are conducted, and based on results, recommendations may, or may not, be made for further evaluation through a full Gifted Multidisciplinary Evaluation (GMDE) with a certified school psychologist. Other recommendations may include a school team discussion on student's current needs and how best to meet those needs, when gifted screening assessments do not indicate gifted abilities.

A parent may also request a GMDE at any time, in writing, once per school term. When a parent's request for a GMDE is received by any staff within the Blackhawk school district, regardless of our gifted screening process, the evaluation is completed within the regulatory timelines. The timeline begins from the date the Permission to Evaluate (PTE) is received from the parent. Additionally, if a parent makes a verbal request to any

professional staff of our district, a PTE form is provided to parents within 10 calendar days of the oral request.

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

The GMDE is conducted by the Gifted Multidiscipline Team (GMDT) within 60 calendar days of receipt of the PTE, excluding summer vacation days. The GMDT includes, but is not limited to, the following: the student's parents, a certified school psychologist, one or more of the student's current teachers, persons trained in appropriate evaluation techniques, persons familiar with the student's educational experiences and performances, and if needed, a person familiar with the student's cultural background. A single member of the GMDT may meet two or more of these roles. The GMDE evaluation investigates information relevant to the student's suspected giftedness, including cognitive and academic functioning levels, as well as learning strengths and educational needs. Evaluation material that is used to determine giftedness is selected and administered in a manner that is free from racial and cultural bias, and bias based on a disability. Material is used that is professionally validated for the specific purpose for which they are used.

Consistent with Chapter 16 regulations and guidelines, the Blackhawk school district utilizes multiple criteria to identify students who are mentally gifted. Criteria include the following: IQ of 130 or more, one or more years above grade achievement levels, an observed or measured high rate of acquisition and retention of new academic content, demonstrated achievement, performance, expertise, in one or more academic areas, early skill development, and any intervening factors, such as English as a second language, disabilities, gender, race bias, or social/cultural deprivation, that may mask gifted abilities. Determination of gifted ability is not based on the IQ score alone. A student with an IQ score lower than 130 may be identified as in need of gifted services and supports when other criteria in the student's profile strongly indicate gifted ability.

Findings of all gathered information is compiled into the Gifted Written Report (GWR), as prepared by the Blackhawk GMDT. Determinations as to whether a student is gifted and in need of specially designed instruction is made, and recommendations are identified. The GWR includes the names of all staff members and positions of the GMDT. When GWR results indicate that a student is in need of gifted services and supports, the GMDT team convenes a Gifted Individual Education Plan (GIEP) meeting to discuss GMDE results and begin to develop the student's GIEP and specially designed instruction based on student strengths. The GIEP team meets at least annually to review gifted goals, assess progress, and collaborate on ways to best meet the student's needs.

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

At the Blackhawk School District, we are dedicated to providing educational programming to meet the needs of all students. Instructional decision making is guided by student achievement data, and multiple criteria are analyzed by data teams, who include professionals from various disciplines, to determine how best to meet the learning needs of all students. Data sources, such as standardized achievement tests, curriculum-based assessments, and observations are reviewed regularly to identify students who demonstrate advanced skills and may need specially designed instruction. Differentiated

instruction, grouping practices, push-in and pull-out instruction, project-based learning, dual enrollment, advanced placement, co-teaching collaboration, Professional Learning Communities, are all just examples of the methods that we employ to provide every student an educational experience based on demonstrated need. Students identified as Gifted in Grades K-4 may work on special projects, may have specially designed instruction, will have acceleration/enrichment as needed within the curriculum, specialized field trips, participate in the Invention Convention and Math 24. Students in Grades 5-8 may have the same programs as the K-4 offerings including participation in the STEM K'NEX competition (Grades 5 and 6, exclusively), Academic Games, the Technology Student Association (TSA) competition (beginning with Grade 6), and the TSA Club. Students in Grades 9-12 may participate in whole-scale curriculum acceleration, honors courses, advanced placement courses, college prep courses, Mock Trial, the Debate Team, and more.

Developmental Services

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

Explanation of developmental services:

The district has a K-12 Guidance Plan, K-12 Career Readiness 339 Plan, student handbooks listing developmental services, course guides, Kindergarten Gearing-up program, orientation programs for grades K-12, K registration program, Title I Annual Parent Teacher Meeting, individual parent meeting with Title I teachers, Title I workshop parent meetings, Olweus, health policies, Emergency District Plan, behavior management programs through the IU and district- designed plans for IEP students and 504 students are call examples of the developmental services we offer and where many are advertised for parents and students.. Elementary Student Assistance Program (ESAP) and Grades 5 - 12 SAP are developmental services as well as, individual student planning, and Academic Intervention Model (AIM) for working with parents to identify needs and address

correcting them.

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:

Diagnostic, intervention, and referral services begin with parents communicating their child's needs during registration and/or enrolling their child in any of our schools. The registration forms parents complete are quite thorough in the information we ask. All areas of academic and physical needs and strengths are identified through the registration form. Once registered, the school secretaries notify the building principals, guidance counselors, and the nurse by sharing the registration documents with each person. Once shared, the Special Education Director is also notified if a student identifies as Learning Support, having an IEP, or 504 Plan. The above services all come into play once the principal conducts the intake interview with the classroom teacher, parents and student and s/he begins attending. This is the same team that will convene when circumstances warrant more services/interventions are needed for this student to experience success.

Consultation and Coordination Services

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

Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

All of the above services are coordinated into all grade levels for all teaching staff for all K-12 students. The Homeless and Foster Liaison is a member of our staff. We partner with the Truancy Abatement Program through the Beaver County Prevention Program for truancy coordination with our principals and guidance counselors. Our SAP members are case managers for individual students referred to the program. The district's nurses coordinate with guidance counselors for 504 needs when needed. Building principals, the Director of Special Education, and the Director of Curriculum and Instruction are responsible for staff development. Teachers and principals strengthen the relationship between parents and the community via all after school concerts, sporting events, Open House, and orientation programs. Referral to community services is typically done by the guidance counselors, nurses, principals, federal programs coordinator, and Special Education Director.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X		
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 while teachers plan together, communicating on a daily basis with each other via email and regular discussions during the school day. Learning support teachers and Title I teachers have these formal and informal meetings with teachers to discuss interventions planned in their weekly schedules. Student assistance meetings are regularly scheduled in each building from weekly to biweekly as needed.

Teachers involved in Academic Intervention Meetings (AIM) complete forms prior to the meeting with parents to gather data. Teachers typically talk with the principal prior to the meeting to review the data they have collected. This collaboration allows for staff to create a plan to begin some interventions for student success. 504 meetings and IEP meetings are additional examples of collaborative opportunities for teachers to work together alongside

parents. Again, while planning for these meetings, our teachers regularly discuss students progress with each other to design preliminary interventions to support a students immediately.

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 participates in the Consortium for Public Education which works with the high school to connect our students with businesses and real life work experiences. Blackhawk's 339 plan addresses students exploring industry and labor work opportunities. the district Title IVA Program is dedicated to workforce development nd opening those doors for student participation. The District supports Community Based Instruction for our Life Skills program.

Tutoring: Tutoring is provided to students K-12 on an as needed basis by classroom teachers. Teachers of students in grades 9-12 offer tutoring evey Tuesday, Wednesday, and Thursday after school. Through the Title I program, an Extended Day Reading Intervention program is provided for Title I students.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Blackhawk Special Education director uses the Child Find procedures and schedules regular visits to the Early Intervention (EI) Program run by the Beaver Valley Intermediate Unit. These visits are to identify students with disabilities and begin the partnership with families to ensure a smooth transition from EI to our Kindergarten program. Additionally, visits to all of the daycares and preschools in the area are also conducted by the Special Education director for this same purpose. After the initial introduction, parents are invited to visit our primary schools to see the programs we offer and what the facilities look like. These visits begin the planning process for our teachers, specialists, and the Learning Support staff. The staff reviews the child's IEP and begins to schedule the services s/he will need to attend successfully. If the parent should wish another placement, the director schedules those visits as well so that best educational placement is made for that student. The Federal Program Coordinator also visits with the parents during the facility tour to explain the Title I (TI) services and TYI Transition Plan available if the students should qualify for reading intervention. Along with Early Intervention and pre-school invitation to meet, the directors visit and talk with Headstart and Pre K if these program should be available in the district. Starting with the 2018-2019 school year, Western Beaver School District has won a Pre K Grant for the next five years. Western Beaver is housing two Pre K classrooms in the Blackhawk Intermediate School. Western Beaver coordinates and runs all aspects of the program. We will be meeting with the teachers and inviting them and their parents to our transition meetings this school year to create a partnership with all parents and introduce the skills the children will need upon entering Kindergarten, thus ensuring a smooth transition to Kindergarten for all students.

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 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

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
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms

PA Core Standards: Mathematics	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
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 Materials and Resources section is used intermittently 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. As per the goals of this Comprehensive Plan, the district will utilize SAS Materials and resources section with fidelity to improve student achievement. 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
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	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 Materials and Resources section is used intermittently 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. As per the goals of this Comprehensive Plan, the district will utilize SAS Materials and resources section with fidelity to improve student achievement. 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
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms

	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 Materials and Resources section is used intermittently 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. As per the goals of this Comprehensive Plan, the district will utilize SAS Materials and resources section with fidelity to improve student achievement. 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
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	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 Materials and Resources section is used intermittently 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. As per the goals of this Comprehensive Plan, the district will utilize SAS Materials and resources section with fidelity to improve student achievement. Additionally, anything marked as NA is not explicitly taught at this level.

Early Warning System

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

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

Professional Education

Characteristics

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

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

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

All professional development/education for teaching staff is selected, designed, and presented so that teachers are impacted in a positive way. Their knowledge, skills, and abilities to work with and for students, parents, and colleagues is at the heart of the professional development brought to the staff. Teachers are always encouraged to select

programs that will improve their individual skills, as well. The district looks to see that programs allow teachers to become leaders and independent strategists able to problem solve independently and with the whole.

Administrators are encouraged in the same way to select for themselves and participate in professional education programs that will increase their skills, knowledge, and leadership abilities.

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

All strategies were selected.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/20/2018 Training is from 08/20/18-11/22/18

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

Questions
The LEA has conducted the training on:
8/20/2018 Training is from 08/20/18 - 11/22 18

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.

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

Unchecked answers

None.

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

The administration strives at all times to design professional development for student and staff safety and addresses student achievement needs as identified through data reviews. Administrators take seriously the finite time it has to bring relevant, rigorous, timely professional development programs to the staff so three, of the four, inservice days at the beginning of the year are dedicated to professional development that address safety and student achievement. Teachers and administrators evaluate all aspects of the professional development programs designed and/or brought to the staff. Administration meets regularly to discuss the value of what has been done and if it will be continued. The district has had great success bringing the SAS specialists in-house. Additionally, building principals have either led or requested teachers to conduct book studies outside of the inservice days to address teaching techniques, pedagogy, and methods that will improve instruction and student achievement.

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

All strategies were selected.

Induction Program

Checked answers

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

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

Unchecked answers

None.

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

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 teachers (inductees) 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 were selected.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

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 supervisor for all new teachers and follow the Danielson Framework in completing observations of the inductee. Skyward is used for grading purposes and to record lesson plans by teachers, grades 3-12. Lesson plans and report card completion for Pre K-2 grade is monitored by each building principal.

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

We chose them all.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Administrators meet to discuss the pool of teachers whose knowledge of teaching and pedagogy, work ethic, teaching skills, certifications, and training match the inductee.

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

All characteristics were selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	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 and Evaluating the 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. High School Principal or designee
2. Middle School Principal
3. Intermediate School Principal
4. Patterson Primary Principal
5. Northwestern Primary Principal
6. High School Teacher*
7. Middle School Teacher*
8. Elementary Teacher*

*Selected by the Blackhawk Education Association

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **365**

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 Academic Instruction Model (AIM) process, which includes an ongoing teaming process, frequent consultation with the principal, teachers, parents, school counselor, and school psychologist regarding students evidencing academic difficulties. The AIM process is instrumental in collecting data, providing interventions, assessing and monitoring progress, 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 AIM process prior to a Multidisciplinary Evaluation (MDE) for eligibility for special education services.

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 teachers, principal, and counselors
- Parent Information
- Teacher/Counselor/Related Arts/Nurse/Information
- Consultation with the school psychologist, as needed

An AIM meeting is scheduled and the parent/guardian is invited to meet with the school Team, including the classroom teacher, building principal, counselor, and Title 1 reading teacher, if appropriate. 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, which can include reading incentives, behavioral plans, etc.
- *decide upon scientifically-based interventions and assign role responsibilities
- *set timeline for interventions and for progress review

After the initial meeting, the Team reconvenes within an identified time frame 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 AIM or exit from the process. If the Team decides to change interventions, then the Team would reconvene for another progress review meeting in a reasonable amount of time.

B. If a student is referred for Multidisciplinary Evaluation (MDE) and a learning disability is suspected, the formal permission forms are provided to the parent/guardian. The MDE is not initiated until the District has received signed parental permission on the formal forms. The School Psychologist currently uses a discrepancy model for identifying students with specific learning disabilities. The data collected through the AIM 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 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, intellectual disability, 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:

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

The Blackhawk School District is not significantly disproportionate in the Enrollment categories of special education disabilities. Percentages of disabilities are similar in the Blackhawk School District as compared to the State percentages.

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 notifying the Resident school district staff, facility staff, as well as with the educational staff and parents no later than one business day. All involved parties collaborate to ensure that nonresident students are receiving FAPE in the Least Restrictive Environment, as appropriate. Supplementary aids and services are considered when ensuring that students are receiving FAPE in the Least Restrictive Environment. As the Host district, we submit the PDE 4605 form to the school district of residence and request educational records for enrollment. Also, as the Host district, we convene an IEP team meeting to determine educational placement, always considering education in the least restrictive environment first. As the Host district, we are responsible for FAPE, child find, reporting progress, appointing a surrogate, if needed, and communicating with the

school district of residence.

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. Following receipt of the signed permission, the Multidisciplinary Evaluation (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.

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, Life skills instruction, Autistic Support programming, Emotional Support services, 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, personal care assistants, and nurses support services 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.

When appropriate, the Academic Instructional Model process continues to be implemented prior to referral for multidisciplinary evaluation for eligibility for special education services. The Team strives to support students in the general education setting before referring for a multidisciplinary evaluation. Professional staff begin to conduct screenings and gather information in efforts to best support students and their emotional, social, and academic progress.

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. Additionally, this past school year, 2017-18, the District implemented the Elementary Student Assistance Program (ESAP) to support our students having difficulties in the school setting that may pose barriers to school success. Select staff were trained to be members of the ESAP teams, and meet regularly to discuss students, their needs, and any interventions and/or resources, particularly in the community and any mental health supports. The ESAP teams mirror our secondary SAP teams, as these teams have been meeting and supporting students for several years. During the 2016-17 school year, the District implemented a School-based Mental Health program by partnering with the Glade Run Agency to provide formal outpatient therapy for our students in our schools. Currently, all four of the District's school buildings are licensed outpatient therapy sites, and conduct outpatient therapy for referred students who qualify based on need and medical insurance compatibility. All together, these behavioral and emotional support programs and services support all of our students and maintain them successfully in the school setting, as appropriate.

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, behavioral, and emotional needs of the individual student, as well as any communication needs and medical needs.
- 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.

Opportunities, such as Community Based Instruction activities are often implemented in most outside special education facilities so as to ensure educational opportunities with non-disabled children.

The District utilizes site-based training, consultation and technical assistance opportunities available through PDE, PaTTAN, BVIU, Watson Consultant services, and other public or private agencies to continue to enhance and expand our continuum of supports and services. The following is an example of the types of supports, services, and specially designed instruction, available within the District to support students with disabilities access to the general education curriculum in the least restrictive environment:

- Building schedules that support common planning time for co-teaching and inclusive collaboration among staff.
- 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.
- Collaboration with BVIU/PaTTAN and neighboring school districts to institute practices supporting LRE.
- Successful implementation of our PRIDE Life Skills program at the elementary level through the secondary level to support students in need of life skills programming.
- Consultation and coordination of the Student Assistance Programs and staff for student referrals, partnered with the Prevention Network of Beaver County.
- On-going consultation with the Watson Institute to better support students along the Autism spectrum, as well as behavioral consultation
- Training with Personal Care Assistants that include, but not limited to, CPR/First Aid, Sensory Integration, Behavior management, Autism, and Intellectual disabilities
- Training of all staff in differentiated instruction, Emotional support, behavioral challenges, Autism, Sensory integration, and mental health supports.
- Flex grouping for areas of reading and math instruction, as appropriate.
- Training and implementation of reciprocal teaching strategies and the Daily 5 Reading program
- Data driven decision making team to guide support and intervention, as well as instruction
- Professional Learning Communities (PLC) team meetings at all grade levels to support instructional needs and student needs.

- Curriculum District Council meetings to collaborate and assess curriculum guidelines, as well as directions of curriculum and instruction
- Utilizing alternative assessments with modifications to meet the needs of students.
- Use of Assistive Technology to meet the needs of students in the regular education setting.
- Use of chunking of assignments, extended time on tests/assignments, small group instruction and one-on-one assistance when appropriate.
- SRA Corrective Reading Program, Wilson Language Program/Fundations, Letters training and resources, Great Leaps Reading/Math program, Leveled Literacy Intervention, Read Naturally, PCI Reading program, Touch Math
- MH/MR services through the Beaver County Behavioral Health office in Beaver Falls.
- School-based Mental Health outpatient therapy offered via Glade Run agency, in our school buildings
- Office of Vocational Rehabilitation (OVR) ongoing case management support at the high school level
- Wrap around services (BSC/TSS/Mobile Therapy) are utilized and collaborated with to ensure better behavioral and emotional functioning, when applicable
- Beaver County Rehabilitation Center (BCRC) services and supports for students, as appropriate
- Job Training of Beaver County for students interested in this program

All of these identified services and supports ensure Blackhawk School District's commitment that, to the fullest extent possible, children with disabilities are educated with nondisabled peers, and are able to be successful in the regular education setting as much as possible.

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

Indicator 5 Discussion: Educational Environments

The State Target rate for Students placed in Outside Placements is 5.0%. Currently the District has a rate of 7.9% for Students placed in Outside special education placements or schools, based on current data at the writing of this Plan. The IEP teams of students who have been placed in outside special education schools have convened and determined that students needs are best met in these more specialized environments due to the extent of their complex needs associated with their disabilities.

Based on findings of the Compliance Monitoring in 2013, the District was placed in corrective action for failing to meet the State Target rate for students placed in Outside

placement. Subsequent to this finds, the District developed, submitted, and implemented a Least Restrictive Environment (LRE) Improvement Plan which addressed this Compliance Monitoring outcome. In 2016, the District completed the necessary steps, and was taken out of corrective action for showing improvement towards decreasing our rate of students in outside educational placements. Our Vision Statment, as identified in the LRE Improvement Plan, is as follows: *To build the capacity of the Blackhawk School District to educate and support students with significant disabilities and more complex needs, in efforts to provide educational opportunities in the least restrictive environment.* Core committee members of the Improvement Plan met to collaborate on ways in which to support our students with more complex needs associated with their disabilities, that included staff and parent meetings/trainings, as well as research into additional resources and materials. Efforts to build this capacity began in the Fall of 2011 with the successful development and implementation of our PRIDE Life Skills program at the Blackhawk Intermediate School. PRIDE stands for *Parent Teaming, Responsiveness to students, Individual goals and instruction, Developmentally appropriate instruction, and Educational foundations and standards.* Since that time, we have expanded our PRIDE Life Skills program and now serve and support students in kindergarten through grade 12. In Fall of 2015, our PRIDE program was enhanced and further specialized to include Autistic Support at the elementary level, to support students with needs along the Autism spectrum. Additionally, formal Emotional Support programming is now implemented at the middle school level, to support students who have evidenced on-going emotional and behavioral difficulties. We will continue to utilize all District resources, such as our Inclusion services, Learning Support, Life Skills support, Autistic support, Emotional support, School-based mental health services, our District Cyber program, professional contracted support services and well-trained staff to educate students with disabilities in the least restrictive environment.

Behavior Support Services

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

The Blackhawk School District staff care about the safety, well-being, and emotional health and development of our students. In order to provide the best services and supports available, we implement several support systems and services in all District buidlings to assist our students, and their families.

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 one of the most researched and best-known anti- bullying programs available.

The goals of this program are to reduce bullying problems and prevent new bullying problems from happening, as well as to improve peer relations and social skills. In May 2010, the core committee trained staff in the District on the Olweus Program and implementation of the Program. The Olweus Program was formally kicked off in the Fall of 2010 in all District buildings. Parent awareness activities were arranged regularly to inform parents of the Olweus Program, and the goals and strategies being encouraged and utilized. The Program continues to be in effect currently, and District buildings continue to improve and encourage anti-bullying behaviors and offer support to students, staff, and parents through regularly scheduled student meetings, staff trainings, and parent involvement. Data is collected each year to better determine student need and areas of focus by staff.

Additionally, our District-Wide ***Positive Behavioral Support Plan, Do Your P.A.R.T. (Perseverance, Accountability, Respect, and Trust)***

supports our students and address behavioral expectations. Do Your PART was initiated in 2009 to set behavioral expectations of students and guidelines for discipline. Behavior expectations are identified in Student Agendas. Parents and students are asked to read and review these behavioral expectations, and sign-off on the Agendas, to indicate that they have reviewed them, and are aware of the behavioral expectations in our schools.

The District utilizes trained staff, such as school counselors, school psychologists, SAP/ESAP team members, certified Nonviolent Crisis Intervention staff, and any outside consultants, such as the Watson Institute staff, and BVIU staff to identify and assess individual student behaviors that may be disrupting their learning process, or that of others. Select Staff have been trained in **Crisis Prevention Intervention (CPI)**

, to assist with students who may be in need of de-escalation and behavioral support. These staff members form a Crisis team and can assist with students, as needed. Additionally, select staff have been trained in **Safety-Care intervention**

, which is utilized with younger students with special needs and focuses on de-escalation and proper techniques. Several staff teams have been trained in this program to support our younger students who may have behavioral needs; this training addresses when students may have communication needs, sensory needs, and/or cognitive delays. Additionally, regular education staff have attended PaTTAN trainings that address **Classroom Behavior Management**

techniques and strategies to assist with challenging behaviors in the classroom setting, and whole-scale behavior systems to use in the classroom setting. At times, a **Functional Behavioral Assessment (FBA)**

may be conducted for individual students evidencing significant behavioral concerns, and the IEP team convenes and begins to discuss the findings and information from the FBA to ensure effective development of a Positive Behavior Support Plan that is incorporated into a student's IEP. The IEP team continues to monitor the Plan for effectiveness and any need for adjustments. Often IEP teams will meet regularly to ensure behavior plans are successful for a student, or when students have complex support needs that require close collaboration among team members. Additionally, any outside agencies, such as wrap-around or family-based therapy, that are supporting our students would be invited to collaborate to assist with treatment and interventions for a student who is evidencing behavioral concerns. A

Team approach is utilized to ensure maximum student progress in the behavioral domain. In Fall of 2016, the District implemented a **School-Based Mental Health program** by partnering with the Glade Run Lutheran Services Agency to offer professional outpatient therapy in all of our District school buildings. Through the collaboration with the Glade Run agency, and school staff, such as building principals, school counselors, and administration, it was determined that our District had enough need to implement this program in all four of our school buildings. School-Based counseling can teach children the skills he/she needs to manage the problems in their life, and cope with various stressors. Through this program, we can help bridge the gap by emphasizing a team approach for a student with all invested parties: parents, educators, counselors, and the community. Referrals to this type of service in our schools can be made by teachers, parents, or any concerned individual. Referral forms are completed by parents, and given to the school staff, who then fax the form directly to Glade Run. Medical insurance information is reviewed by Glade Run staff, and health insurance will be billed. An Intake appointment is with a Glade Run therapist, who will then initiate services following the Intake. The therapist meets with the student in our schools, on a regular basis, and communicates with parents and school staff regularly. Length of treatment varies, but usually ends when the problem that prompted the referral becomes more manageable or is resolved. At times, students are referred to a "higher level of care", based on the Intake appointment and/or ongoing progress issues. Higher level of care services can include such services as wrap-around services, in-home family-based services, inpatient stays, etc. At the conclusion of the 2016-17 School Year, approximately 80 students were referred to our School-Based mental health services, including all four District buildings. At the writing of this Plan (March 2018), there have been approximately 89 students referred to our School-Based mental health program, District-wide. These numbers of referrals continue to validate the need for this type of school service and support program. Staff report consistently that this program has assisted our efforts to support our students, and their developing emotional and behavioral health. Current collaboration is underway to potentially establish a service to our students and their families, that includes a psychiatrist and/or a certified psychiatric nurse practitioner, to attend our schools and assist with management of psychotropic medication and service delivery. The clinician would utilize our current outpatient therapy offices that the Glade Run therapist use, as those are licensed outpatient therapy sites. The District is currently moving in this direction by collaborating with other school districts who may also be interested in this service, and also who utilize the Glade Run agency. Discussions are focusing around student needs, local resources, and working towards implementation of this type of service for our students in the Fall of 2018.

The following are more examples of how our District provides behavioral and emotional support services for our students:

- Counseling supports, both individual and group (school counselors, School-based mental health outpatient therapy)

- Crisis Prevention Institute (CPI) Training for staff at building levels, as well as Safety-Care trainings, offered through BVIU trainings
- ESAP/SAP teams meet regularly to discuss students and barriers to school success, and consult with Beaver County SAP Liason as needed
- Crisis Unit consultation and referrals as appropriate
- On-going trainings for staff in Suicide Prevention and Crisis protocol, recently updated District's Suicide Prevention Policy and procedures
- Use of Autism consultant through the Watson Institute
- Structuring activities to create opportunities for positive social interaction
- Use cooperative learning group to foster social interactions
- Peer supports, peer mentoring (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.
- Social skill instruction offered via Emotional Support program
- School wide anti-bullying program, Olweus Program
- 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, use of visual schedules for students
- Mental Health providers/family based intervention teams - collaboration when appropriate with mobile therapists, BSC, TSS workers
- Classroom positive reinforcement systems
- Assistance as needed with extra curricular activities-plays, musicals, band, concerts, sports, etc.
- D&A Counseling as required
- Grief counseling as needed

- Peer Tutoring, as appropriate
- Use coping/stress reduction skills when student is anxious about performance or behavior escalates
- Use of Sensory Integration Rooms for stress/anxiety reduction and use of a designed sensory diet
- Use gestural, physical, proximity prompts to implement one of more of the crisis management procedures
- 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 and develop individual behavior plans
- Minimize timed activities; structure activities for class/team effort and cooperation
- Prepare students for transitions or special event (e.g. fire drill, moving up a grade level, or to another school building, etc.)
- Role play/model appropriate behavior
- Validate feelings/consistency of social skills development with social skills stories
- Teach student to self-monitor behavior and encourage emotional regulation; discuss student's view of behavior
- Adapt assignments/curriculum so student is able to achieve success
- On-site training, and off-site training, as needed to address student behavioral challenges, and how best staff can address those challenges
- The District provides on-going training and refreshers for staff with School-wide positive behavioral support.

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 particular 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, as appropriate.

At all levels, school teams meet to ensure that each student has every opportunity to succeed in the general education classroom with appropriate supports and 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, as the student is successful.

Instructional Paraprofessionals and Personal care assistants are provided to assist students who have disabilities so they may participate in the general education curriculum within their home school, as much as possible. The IEP Team always considers a full continuum of services and supports for students with identified disabilities. When considering placement and services, the regular education classroom and setting 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 may be considered, as well as other support services.

The District offers a full range of services from supportive intervention in inclusive classroom settings to resource room support to full-time levels of intervention. Our PRIDE Life skills support program has expanded over the past four years, and continues to support and educate our students with more complex support needs. Our PRIDE program has also expanded to include Autistic Support at the elementary level, and an Emotional Support program is currently at our middle school level. Learning Support and Speech and Language Support are offered at all grade levels. The Beaver Valley Intermediate Unit provides Vision Support and Hearing Support services at all building levels, as deemed necessary. The District contracts with the Watson Institute for ongoing consultation for staff development in the area of Autism and related behavior disorders to better support our students experiencing difficulties related to Autism, or some other behavioral condition. 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 and training for school personnel
- The BVIU would be contacted for assistance and we would identify the existing services and supports available

- Resources would be investigated as appropriate, such as Achieva, Watson Institute, Prevention Network, Beaver County Rehabilitation Center (BCRC), Occupational Vocational Rehabilitation (OVR), Lifesteps, Gateway Rehabilitation, Drug & Alcohol Services, Base Service Unit/Beaver County Behavioral Health
- 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, Western PA School for the Blind, The School at McGuire Memorial
- Private Schools such as Holy Family Day School, St. Stephen's Academy, Presley Ridge have been considered
- Blackhawk High School Cyber Program, which is monitored by high school staff, and students are able to follow a high school curriculum, and participate in our Cyber Lab
- Homebound instruction and/or Instruction in the Home may be considered by the IEP Team if warranted and with recommendations from physicians when needed

To address any identified gaps in the continuum of services, the BSD administrative staff meets regularly 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. Regular special education department meetings are held to discuss ongoing needs and services. Based on these collaborative efforts, if needed, 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, the District, and any County-level agencies, such as CYS, or Beaver County Behavioral Health. 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:

- Special education students are expected to meet the academic standards developed by the District for all students, unless otherwise determined by individual IEP school teams.
- Graduation rates for students with disabilities meet or exceed the State rate, and is comparable to the overall District rate
- Attendance rates for students with disabilities meets or exceed the State rate, and is comparable to the overall District rate
- Data driven instruction and interventions are based on data team meetings, grade level meetings, and IEP team meetings, and ongoing discussions that may include data from PSSA, PASA, PVAAS, Keystones.
- Adoption of screening and support procedures to meet the needs of all students, such as SAP/ESAP teams, AIM teams, Nursing supports, updated Suicide Prevention and Policies, etc.
- Inclusive practices are a priority at all building levels, supported by ongoing management by the building principals and special education director.
- Learning support and resources at all grade levels, and in all District buildings, supported by trained special education teachers and paraprofessionals.
- PRIDE Life Skills support programming and supports at all grade levels
- PRIDE Autistic support at the elementary level
- Emotional support at the middle school level
- Continual professional development opportunities are provided for all staff in areas that include, but are not limited to, the following: differentiated instruction, Daily 5, DIBELS assessment, Letters, learning styles and instructional strategies, classroom behavioral management, crisis intervention and de-escalation, Autism, Reading, Suicide prevention, Child Abuse/neglect reporting, 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.
- School-based Mental Health services offered by partnering with Glade Run agency to offer professional outpatient therapy for our students, in all District buildings.
- Implementation of Grade level meetings, and Departmental meetings, at all buildings. These instrumental meetings 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/School Fusion webpages, Skyward online system, Quarterly Progress reports, Interim reports, Report cards.
- Regular Special Education Department meetings to address ongoing student needs and staff training needs, as well as compliance regulations and standards
- Paraprofessional meetings to address ongoing student needs and staff training needs, as well as compliance regulations
- Use of Sensory Integration Rooms for students with sensory needs, as part of their IEP development
- Before and after school programs to support academic progress, such as Title I services,
- Elementary Summer School program to address academic needs for students showing achievement gaps and learning needs.
- Speech Support/Therapy, Occupational Therapy, Physical Therapy, Orientation and Mobility, Vision support, and Audiology/Hearing impaired support at all District levels.
- Professional School Counselors K-12, SAP/ESAP Teams, and Crisis Intervention Teams are available for support and intervention
- Strong positive community and interagency relationships and collaboration.
- Partnership with Beaver Valley Intermediate Unit #27 for on-site trainings, professional development and consultation.
- Administrative support for Special Education initiatives, such as expanding the Life Skills Program, and designing special IEP plans as needed for students
- Highly Qualified teachers and paraprofessionals
- A continuum of services is provided through Transition plans as students change from building to building within the District for grades 2 to 3, 4 to 5, and 8 to 9.

- Transition services for IEP students are a focus at the secondary level- Transition coordinator facilitates ongoing transition services for students and parents.
- Monthly transition meetings at the High School level with Transition coordinator and school counselors. as needed. OVR involvement on a regular basis to support transition efforts.
- Training for paraprofessionals provided locally and through the Beaver Valley Intermediate Unit and PaTTAN, as well as inservice trainings conducted by School Psychologist and Special Education Director
- Opportunities for a wide variety of staff development and training experiences through workshops, conferences, Intermediate Unit, PaTTAN, including training in Guided Reading, Data Analysis-PVAAS training, Differentiated Instruction, IEP Development, IEP Goal writing, inclusive practices, DIBELS, Behavior Support/CPI/Safety Care, Assistive Technology, Autism Spectrum Disorders, and Social Skills.
- School-Based Medical ACCESS program implementation, and work through compliance, to maximize District reimbursement and recovery of funding to support staff trainings, resources, and materials for students with disabilities.
- Leader Services online data management program which provides links with the Intermediate Unit for data management/Child Count and PIMS reporting, as well as the School-Based Medical ACCESS program.
- Skyward student data base for recording and management of student grades, attendance, disciplinary actions, and correspondence with students and parents.
- The district utilizes assessments to monitor student progress, such as, Star reader, Star math, Accelerated Reader, Guided Reading, DIBELS, and Reciprocal Teaching, BAS - Benchmark Assessment System, and other measures, as appropriate for students.
- 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.
- 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, 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 students with disabilities in grades 4-5 to assist with reading instruction and interventions.
- BSD is proud to have high parent participation in IEP meetings and other Team meetings.
- Personal Care Assistants (PCA) are provided, as deemed needed, based on student needs and functioning levels. The District utilizes PCAs to support the unique needs of students, as appropriate.
- Instructional paraprofessionals 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 and school functions, such as Open Houses, Parent/Teacher conferences, evening activities, such as STEM night. 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.

Regular 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.

The District provides quality programs and services for 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, support staff, and administrators regarding inclusion, effective teaching strategies, differentiated instruction and technology in order to accommodate and support students with disabilities. Special education teachers participate in standards-based learning seminars, such as IEP writing trainings, and serve on curriculum committees provided by the District to enable collaboration of content instruction.

Continual staff development opportunities, trainings, conferences, and workshops are

provided for all staff to improve student outcomes and success. Autism spectrum disorders, Select Mutism, Tourette's, social skills, differentiated instruction, learning styles, instructional strategies, inclusive practices, technology, co-teaching models and behavior support are all examples of the focus of training for our staff. 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 preschool collaboration and the Child Find process, to the MDE process and IEP development. Communication is on-going between parents and staff. Agenda books for all students, Skyward online student information system, emails, Progress Reports, Report Cards, and School Fusion webpages 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 are arranged regularly to inform parents of Olweus, and the goals and behavioral strategies being used.

The P.R.I.D.E. program is a comprehensive Life Skills program that embraces, supports, and challenges our students with more complex and exceptional needs that are addressed in Individualized Education Programs (IEPs). The PRIDE program began in Fall of 2011 at the elementary levels, and has expanded to all grade levels in the District, and currently includes Autistic support at the elementary level. 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, as needed. Students receive individualized instruction based on their academic levels and functioning needs. Community based instruction is a focus to assist in development of daily living skills, vocational skills, social skills, and increased competence in the community. Regular Team meetings are an integral part of the program that can address student needs, schedules, and ongoing progress, and allow for increased collaboration among team members.

Transition continues to be a focus at the secondary level at the Blackhawk High School. The Transition Coordinator and committee members including special education staff, OVR personnel, District school 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. Students are asked to complete the Blackhawk School District Senior exit interviews, with interest inventories to assist them in exploring and planning for post graduation, and work/career opportunities.

There continues to be collaboration and a well-developed network between BSD and local preschools and Early Intervention agencies providing for effective transition of preschool children to the District kindergarten program. Through Transition to Kindergarten meetings, the District is made aware of any specific needs or concerns which can be addressed as the child enters formal kindergarten in our District. Parent teaming is essential with regards to this transition and addressing student needs. Often in the Spring and Summer, evaluations take place by our District School Psychologist and Speech therapist to determine current needs for these incoming preschoolers, and to assist in the Transition to Kindergarten process.

Additionally, BSD currently partners with two preschool entities, Head Start and Pre-K Counts, to further ensure our preschoolers have access to quality preschool programs. The Head Start preschool class and Pre-K Counts class are options for economically disadvantaged children ages 3 and 4, and are currently located in our Blackhawk Intermediate School, in Chippewa. Annual hearing, vision, and developmental screenings are implemented in these preschool programs in order to identify delays or difficulties that the preschoolers may be experiencing. Transition to Kindergarten meetings are held for children eligible for Kindergarten to facilitate a smooth transition for all students. Special Gearing Up for Kindergarten evening events, called "Sneek-A-Peek" nights, are hosted by the District staff to introduce families and young preschoolers to our Kindergarten programming, curriculum, and services. These events are held in the early Spring, and are highly attended by our District families and their children. Early Kindergarten registration is encouraged, where preschoolers take part in a nationally-normed developmental screening assessment, the DIAL-4, as well as other experiences, such as visiting a bus, talking with kindergarten teachers, and getting information for the Fall Kindergarten programming.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
McGuire Community Living Arrangement Home	Nonresident	The School at McGuire Home-Multidisability Support - located in New Brighton, PA	2

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon School	Special Education Centers	Life Skills Support, Multi-Disabilities Support, Emotional Support	18
The School at McGuire Memorial	Approved Private Schools	Life Skills Support, Multi-Disabilities Support	3
Watson Education Center	Approved Private Schools	Life Skills Support	3
Watson Behavioral Academy	Special Education Centers	Life Skills Support	1
Wesley Spectrum High School	Approved Private Schools	Emotional Support	1
Western PA School for Blind Children	Approved Private Schools	Visual/Blind support	2
Hope Learning Center	Special Education Centers	Autistic Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	5 to 8	16	0.5
Locations:				
Northwestern Primary School-E1	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.25
Locations:				
Northwestern Primary School-E1	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	7 to 7	1	0.1
Locations:				
Northwestern Primary School-E1	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	13	0.75
Locations:				
Patterson Primary School-E2	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	19	0.6
Locations:				
Intermediate School-E7	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	4	0.4
Locations:				
Intermediate School-E7	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 22, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	23	0.7
Locations:				
Highland Middle School-M3	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.1
Locations:				
Highland Middle School-M3	A Middle School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 22, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	0.6
Locations:				
Middle School-M4	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.4

Locations:				
Middle School - M4	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	18	0.6
Locations:				
Middle School-M5	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.4
Locations:				
Middle School-M5	A Middle School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 22, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	15	1
Justification: older student moved into our district in 2015- was retained 2 times.				
Locations:				
High School-H3	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	16	1
Locations:				
High School-H2	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	16	1
Locations:				
High School-H4	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.75
Locations:				
High School-H5	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	6	0.75
Locations:				
Intermediate School-E5	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 15	5	1
Locations:				
Highland Middle School-M2	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 18	4	0.75
Locations:				
High School-H1	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	3	0.25
Locations:				
High School-H1	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	23	0.4
Locations:				
Northwestern Primary School-S1	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	19	0.3
Locations:				
Patterson Primary School-S1	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	16	0.3
Locations:				
Intermediate School-S1	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 23, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	20	0.4
Locations:				
Intermediate School-S2	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	30	0.5
Locations:				
Middle School-S2	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	4	0.1
Locations:				
High School-S2	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 22, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	4	0.5
Locations:				
Northwestern Primary School - E3	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	4	0.5
Locations:				
Northwestern Primary School -E3	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 22, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 8	1	0.4
Locations:				
Northwestern Primary School - E4	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 9	4	0.6
Locations:				
Northwestern Primary School-E4	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: ClassandPosition**Implementation Date: August 5, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	15	1
Locations:				
Highland Middle School -M1	A Middle School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 5, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	5	0.4
Locations:				
Middle School-M6	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	19	0.6
Locations:				
Middle School-M6	A Middle School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 23, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	1	0.1
Locations:				
Elementary School-E6	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	8	0.4
Locations:				
Elementary School-E6	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	8 to 10	2	0.2
Locations:				
Elementary School-E6	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director (1)	District	1
Special Education Secretary (1)	District	1
Paraprofessional - Instructional (15.5)	District	1
Paraprofessional -Personal Care Assistant (12)	District	1
Nurse (6)	District	1
School Counselor (4)	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	3.5 Days
Occupational Therapist	Outside Contractor	4 Days
Physical Therapist	Outside Contractor	1 Days
Assistive Technology evaluations	Intermediate Unit	1 Days
Autism Consultant/Watson Institute	Outside Contractor	1 Days
School-Based Mental Health services/Glade Run Agency	Outside Contractor	3 Days
Orientation and Mobility Services	Outside Contractor	1 Days
Audiological Services	Intermediate Unit	1 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:

Academic Achievement Systems Achievements

1. At the start of the 2017- 2018 school year, the District began actively working with all students and mathematics teachers of Grades 3-8 to close the achievement gap as evidenced by PSSA Math scores for the past 3-years.
2. The District has exhibited growth or achievement in English Language Arts and Mathematics as referenced in the School Performance Profile.
3. Blackhawk has scored above the State average in every content area in all Pennsylvania mandated assessments.
4. The District offers seven College in the High School classes, eighteen AP courses, and approximately twenty students participate in Dual Enrollment courses yearly.
7. The high school is ranked third in the region and fifteenth in Pennsylvania.
8. Ninety-nine percent of Blackhawk students, grades 3-11, participate in state testing.
9. The District's PRIDE program facilitates relationships with peers for all of our students, K-12, for example, the 2017-2018 Interscholastic Bocce Tournament.
10. Students with IEPs remain with the district until their IEP goals are met; graduation is not age-dependent.

11. Currently, 7.9% of our students with IEPs are educated out of the district, which is 2.9% over PDEs 5% standard, however, this is a 4.6% decrease in placement. The district had approximately forty-five students attending school out of district in the recent past, currently twenty-six students attend school out of the district.

12. Blackhawk is committed to providing the Least Restrictive Environment (LRE) for all students. In 2015-2016, Blackhawk offered parents and students an Elementary Life Skills program, K-12 Autistic Support programs, and an Emotional Support program for Grades 5-8,

13. The district offers numerous fine arts programs to all students Grades K-12. The Music Academy is a school within the high school for student in Grades 9-12 who wish to pursue various musical genres with individual attention and lessons with the music staff whose specialty meets each student's needs. Music composition has a dedicated computer lab. The district has a concert choir (Grades 9-12), a marching band (Grades 9-12), and a Grade 9-12 orchestra. Kindergarten through Grade 2 hold two evening concerts each year. Highland Middle School has instrumental, chorus, strings and band concerts perform two evening concerts. Blackhawk employs more fine arts teachers in the district than districts of comparable size in the county.

14. The district's physical education (PE) program includes K-12 PE, Camp KonOKwee for all students in Grade 5, biking, elementary golf, physical wellness, and health classes.

15. The district has 3D printers in all schools, Grades K-12, and is providing professional development for teachers in those grades to access 5 new lessons using that equipment. This professional development is provided through the Title IVA grant.

16. The district provides an online K-12 program for regular instruction and alternative education supported by district teachers.

17. The district has used a K-4 Standards- based report card for five years.

18. Student supports: Title I Reading Intervention for grades K-2, K-12 special education support, academic intervention K-12, 9-12 grade Compass Course Guide, K-8 course guide soon.

19. TSA participation Grades 6-12, approximately 75-students.

20. Academic Games is offered for all students, both gifted and those interested in participating.

21. Students have participated in the STEM K'Nex Challenge for the past 5 years.

22. The district is an active member in the Consortium for Public Education and Global Manufacturing

23. Biology Keystone exhibits the most growth and highest achievement.

24. The Math CDTs are being piloted in Grades 3 and 4 as an effort to close the achievement gap evident in a review of the PSSA scores for Grades 3-8 over the last three years. This assessment can be used to identify students gifted in mathematics.

25. The district provides a comprehensive K-12 art program in numerous genres culminating in annual student art Shows.

26. The district enjoys a successful interscholastic sports program starting in Grade 7-12 with numerous WPIAL titles, State titles, and conference championships.

Systems for Safe and Supportive Programs and Facilities Achievements

1. The district provides the Glade Run Mental Health Service Agency with office space in all buildings. Currently the program services 89 students, an increase of 80 students receiving services last school year.

2. High School graduation rate is 92.4% and attendance is 95.41%.

3. The limited data indicates there is a direct relationship between students with very good attendance completing the Blackhawk Senior Survey and identifying they plan to attend college. There was a positive relationship between students taking Algebra and identifying on the survey their plan to attend college. Our students who attend school on a regular basis identify more post-graduation plans. Frequently our student percentage for choosing post-secondary education exceeded the state percentage.

Human and Fiscal Resource Development, Allocation, and Stewardship Systems Achievements

1. SAS is currently being used this school year (2017-2018) by K-12 teachers as a direct result of professional development provided by SAS Content Specialists.

2. Teachers of math for grades 3-8 have participated in a Math Research Project to identify student needs. The data from the research has dictated the professional development programs necessary to improve student achievement in Math.

3. Technology devices are quality, as opposed to a larger quantity of cheaper devices. Devices are purchased from a budget that is designed on a 6-year replacement cycle. Older devices are pushed to less used areas/classes. District bandwidth is adequate.

4. Although the Technology staff is quite small, a Director of Technology and a network administrator, as compared to districts of comparable size, the staff supports over 2400 students, 160 teachers, and over 2400 devices. The IT staff is future-driven and dedicated to student achievement.

District Concerns

Concern #1:

Blackhawk PSSA Math Scores in Grades 4 and 8 are below the state average.

Concern #2:

Fourth Grade ELA, Math, and 8th grade PSSA Science scores are lower than the District's expectations for student achievement. The District believes the solution is to departmentalize 4th grade. Eighth grade has pull-out intervention now. The district will contact the Western Beaver (WB) School District to see how they have consistently scored in the Proficient and Advanced range on the PSSA Science exam. WB teaches Science and Social Studies every day for 30-minutes per subject. As it gets closer to PSSA exams, WB devotes increased time to Science and decreases Social Studies instruction time. WB uses ASSET Science kits.

Concern #3:

The change in the PSSA Math test and too much reliance on the math text is an issue for grades K-4. The district plans return to focusing on curriculum and standards as the guide teachers are to use for instruction. The district plans to partner with parents to support Drill & Skill and send home work a parent can be successful knowing how to do.

Concern #4:

Extra 45-minutes of instruction/support/reteaching in Highland Middle School could be targeted Math and/or ELA intervention for students displaying a need through assessments.

Concern #5:

Classroom Diagnostic Tools (CDT) are utilized in grades 3 and 4. Grade 3 has 16 students in red. The teachers need a pacing guide for the initial assessment because it takes 1.5 hour per student to complete the math section. The assessment is shorter for English Language Arts. We are planning to use both CDTs for Grades 3 and 4.

Concern #6:

Strategic, deliberate, and sustained professional development in Math instruction is necessary to close the achievement gap.

Concern #7:

The district would like to add a Business course for students who may want to own a small business after graduation. Welders, hairstylists, and plumbers all earn licenses or certifications that could lead to owning their own business from their home. The business component increases the student's money-making options and is aligned to the district's 339 Plan to aid students in becoming career ready.

Concern #8:

Science and Social Studies classes for Grades K-4 do not have a yearlong curriculum for either one. The goal of the district is to correct this through the Comprehensive Plan Action Plan.

Concern #9:

The survey we give seniors cannot be used to gather clean data. The students know their answers will be shared during the Awards Assembly, which may cause them to give less than truthful answers. We need students to identify more demographic information, as well as our staff identifying students who may have transition plans in place. Adding those fields will help the district assess our efforts in helping all students create career and work portfolios, as per the 339 Plan.

Concern #10:

We want to measure and identify what our underserved population does post-graduation. How many students have three indicators that impact whether they attain their career and work goals? How can we tailor the 339 Plan for these students?

Concern #11:

Biology laptops are 3-years old now and there are too many of them.

Concern #12:

There is a limit of space in the buildings for technology. There is no Primary Lab in the Intermediate school. If, for example, a grade moved to the high school, a lab could be lost.

Concern #13:

The district's IT staff seems to be less than what similar-sized districts employ. IT staff cannot go into classrooms to help teachers integrate technology into their lessons or to troubleshoot problems, a teacher tech does.

Prioritized Systemic Challenges

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

Aligned Concerns:

Blackhawk PSSA Math Scores in Grades 4 and 8 are below the state average.

Fourth Grade ELA, Math, and 8th grade PSSA Science scores are lower than the District's expectations for student achievement. The District believes the solution is to departmentalize 4th grade. Eighth grade has pull-out intervention now. The district

will contact the Western Beaver (WB) School District to see how they have consistently scored in the Proficient and Advanced range on the PSSA Science exam. WB teaches Science and Social Studies every day for 30-minutes per subject. As it gets closer to PSSA exams, WB devotes increased time to Science and decreases Social Studies instruction time. WB uses ASSET Science kits.

The change in the PSSA Math test and too much reliance on the math text is an issue for grades K-4. The district plans return to focusing on curriculum and standards as the guide teachers are to use for instruction. The district plans to partner with parents to support Drill & Skill and send home work a parent can be successful knowing how to do.

Extra 45-minutes of instruction/support/reteaching in Highland Middle School could be targeted Math and/or ELA intervention for students displaying a need through assessments.

Classroom Diagnostic Tools (CDT) are utilized in grades 3 and 4. Grade 3 has 16 students in red. The teachers need a pacing guide for the initial assessment because it takes 1.5 hour per student to complete the math section. The assessment is shorter for English Language Arts. We are planning to use both CDTs for Grades 3 and 4.

Strategic, deliberate, and sustained professional development in Math instruction is necessary to close the achievement gap.

Science and Social Studies classes for Grades K-4 do not have a yearlong curriculum for either one. The goal of the district is to correct this through the Comprehensive Plan Action Plan.

Systemic Challenge #2 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Blackhawk PSSA Math Scores in Grades 4 and 8 are below the state average.

Fourth Grade ELA, Math, and 8th grade PSSA Science scores are lower than the District's expectations for student achievement. The District believes the solution is to departmentalize 4th grade. Eighth grade has pull-out intervention now. The district will contact the Western Beaver (WB) School District to see how they have consistently scored in the Proficient and Advanced range on the PSSA Science exam. WB teaches Science and Social Studies every day for 30-minutes per subject. As it gets closer to PSSA exams, WB devotes increased time to Science and decreases Social Studies instruction time. WB uses ASSET Science kits.

Classroom Diagnostic Tools (CDT) are utilized in grades 3 and 4. Grade 3 has 16 students in red. The teachers need a pacing guide for the initial assessment because it takes 1.5 hour per student to complete the math section. The assessment is shorter for English Language Arts. We are planning to use both CDTs for Grades 3 and 4.

Strategic, deliberate, and sustained professional development in Math instruction is necessary to close the achievement gap.

The district's IT staff seems to be less than what similar-sized districts employ. IT staff cannot go into classrooms to help teachers integrate technology into their lessons or to troubleshoot problems, a teacher tech does.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSAs, Keystones, DIBELS, BAS, CDTs

Surveys - Students, Teachers, Parents

PVAAS

eMetrics

School Performance Profile

MILE Guide Self-Assessment

Specific Targets: PSSA Math - Grades 3-8

PSSA Science - Grades 3-8 PSSA ELA - Grades 3-8

Keystone Math

21st Century Skill Acquisition and Curriculum

Type: Interim

Data Source: Walk-throughs of K-12 Classrooms

Teacher Lesson Plans

SAMR Model

Formative Teacher Observations

Specific Targets: PSSA ELA and Math Grades 3-8

PVAAS

Keystone

Strategies:

Understanding by Design

Description:

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. (Sources: [Understanding by Design](#))

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

Getting Results With Curriculum Mapping

Description:

"A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson." One can see what is being taught in that discipline from Kindergarten through 12th Grade. The professional development course titled, "Getting Results With Curriculum Mapping," is designed by the Association for Supervision and Curriculum Development to help districts and schools successfully implement and sustain a comprehensive curriculum mapping effort.

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

Rigor and Relevance Framework - International Center for Leadership in Education

Description:

The Rigor and Relevance Framework is an assessment tool used to examine curriculum, instruction, and assessment. This is based on two dimensions: higher standards and student achievement.

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

Curriculum Management Checklist

Description:

This is a checklist teachers and administrators will use as an assessment tool applied when assessing the contents of the district's curriculum.

SAS Alignment: Assessment, Curriculum Framework

Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee

Description:

This curriculum evaluation tool asks the education professional to evaluate each curriculum document by affirming, or not, the six major types of curricula a district must have to increase student achievement. These curricula are: the written curriculum, the supported curriculum, the taught curriculum, the tested curriculum, the learned curriculum, and the formative aspects of the curriculum.

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

The MILE Guide - Milestones for Improving Learning and Education

Description:

The MILE Guide asks districts to measure their curriculum by their students' acquisition of 21st century skills, asking if our students are:

critical thinkers, problem solvers, good communicators, information and technology literate, flexible and adaptable, innovative and creative, globally competent, and environmentally literate.

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

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Standards, Assessment, Instruction

Universal Design for Learning (UDL)

Description:

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

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

Curriculum Mapping

Description:

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson.

Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

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

PLCs - Professional Learning Communities

Description:

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. - The Glossary of Education Reform (Sources: [What Is a Professional Learning Community?](#) , [3 keys to keep learning communities focused on the learning](#))

Our K-12 teachers will work within PLCs to accomplish the goal of having a curriculum that meets the needs of all students, written to meet, and at times exceed, federal and state mandates. PLCs are not certification or grade specific. A teacher will belong to more than one specific PLC. The groups are fluid in that members can join a PLC because of his/her interests, experiences, and expertise.

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

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

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

SAS: Assessments

Description:

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students - The Glossary of Education Reform. SAS: Assessments offer resources to help educators with assessing students. (Sources: [SAS: Assessments](#))

The SAS portal on Assessment will provide our teachers with resources to design assessments specific to the lessons, skills, concepts, and standards the student was taught. Designing assessments and choosing the appropriate standardized assessment is key to measuring student achievement.

SAS Alignment: Assessment

SAS: Curriculum

Description:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

SAS Alignment: Curriculum Framework

Every Student Succeeds Act

Description:

The Every Student Succeeds Act replaces the No Child Left Behind mandate. All aspects of this new law and regulations affect every aspect of a student's education and academic preparation. All educators must have a working knowledge of this Act to appropriately serve all students.

SAS Alignment: None selected

Future Ready PA Index and Career Readiness

Description:

Pennsylvania has created the Future Ready PA Index in response to the federal mandate of ESSA. The Future Ready Plan mandates all schools have a career and college plan created for all students via the district's 339 Plan. This plan tracks a student's research into careers and college or some kind of post secondary training from Kindergarten through Eleventh grade. Students will make more informed decisions as per their explorations into the fields of study and work their interests lead them to. Course choices in high school will be more focused on the student's intended career. Students will have a plan that will encompass post secondary study and work.

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

ISTE Standards - 2009 International Society for Technology in Education

Description:

The ISTE Standards for Administrators:

1. Visionary Leadership
2. Digital Age Learning Culture
3. Excellence in Professional Practice
4. Systemic Improvement
5. Digital Citizenship

SAS Alignment: Standards, Curriculum Framework, Instruction

eMetrics

Description:

All teachers will be trained in the use of eMetrics as a tool for analyzing student assessment data and relating it to curriculum needs, design, lesson design, and instruction.

SAS Alignment: Standards, Assessment

Pennsylvania Value Added Assessment System

Description:

Teachers will be trained in the use of referencing PDE's PVAAS portal which contains student and teacher specific PSSA and Keystone data. This tool, coupled with use of eMetrics, allows for the teacher to analyze student performance and design relevant, necessary curriculum and instruction to improve student achievement and meet each students' needs providing a well-rounded learning experieneec.

SAS Alignment: Standards, Assessment, Curriculum Framework

Blackhawk Curriculum Board Policies

Description:

Teachers and administrators will adhere to the following policies pertaining to the curriculum design process, piloting textbooks/programs, adopting new instruction, and purchasing materials and assessments. Those policies are:

105 Curriculum Development

105.1 Curriculum Review by Parents/Guardians and Students

106 Guides for Planned Instruction

107 Adoption of Planned Instruction

108 Adoption of Textbooks

109 Resource Materials

109.1 Request for Reconsideration of Resource Materials

127 Assessments

SAS Alignment: None selected

Career and Technical Education Programs

Description:

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. CTE transition pathway

programs seek to help students transition from high school to college and into family-sustaining wage careers. (Sources: [Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career](#) , [How Career and Technical Education Can Help Students Be College and Career Ready: A Primer](#))

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Year 1 Curriculum Analysis, Evaluation, and Documentation - 1. Assess Current Curriculum

Description:

The Blackhawk Curriculum Council (BC2) will begin the 2018-2019 school year investigating online curriculum management systems. The system chosen will be used by teachers and administrators during the curriculum design process. The system the BC2 proposes to the administration and Superintendent will blend/integrate seamlessly with the district's learning management system. Once identified and approved, professional development for the BC2 members will begin before the end of the 2018-2019 school year so that hands-on designing of a robust curriculum housed within the management system can begin at the start of the 2019-2020 school year.

Teams will review the current curriculum guide as it pertains to their discipline. Employing the Rigor and Relevance Framework, the current format will be reviewed to update and meet the Rigor and Relevance standards and to meet state, federal standards and guidelines; teams will identify the district's overall curriculum strengths and needs, and identify curriculum overlaps and inconsistencies. This will be an objective assessment of the curriculums the district currently has. Teams will document this work by completing the assigned pages of the Blackhawk Curriculum Review Guide. This guide will document all work accomplished by individual teachers and administrators following the six-year curriculum cycle as outlined in this Comprehensive Plan.

Teams will use the Curriculum Management Checklist and the PASCDC Curriculum Evaluation Form, Parts 1-6, as guiding documents for the assessment process.

Start Date: 8/22/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Understanding by Design
- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Management Checklist
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- PLCs - Professional Learning Communities

*Year 1 Curriculum Analysis, Evaluation, and Documentation - 2.
Gather and Analyze Student Performance Data*

Description:

Gather and analyze student performance data as reported in eMetrics and PVAAS.

Identify students' academic strengths and needs as per data reviews and studies.

Teams will complete the documentation form with listing of specific tests identifying them as formative, summative, curriculum-based, research-based, normed assessments, standardized, and/or teacher made. If teacher-made, the validation process will be described and names of those who validated the assessment will be noted, in addition to dates of validation. Performance data will lead the analysis process and provide a clear picture of our students' knowledge base or lack of.

Start Date: 8/22/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Understanding by Design
- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee

- The MILE Guide - Milestones for Improving Learning and Education
- Universal Design for Learning (UDL)
- PLCs - Professional Learning Communities
- Professional Development
- SAS: Assessments
- eMetrics
- Pennsylvania Value Added Assessment System

*Year 1 Curriculum Analysis, Evaluation, and Documentation - 3.
Review Standards, Mandates and Guidelines*

Description:

The teams will review the current national standards, state standards, guidelines and mandates. Each team will discuss how these laws, standards, and guidelines impact the current curriculums.

Start Date: 8/22/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Understanding by Design
- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Management Checklist
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- Universal Design for Learning (UDL)
- Every Student Succeeds Act
- Future Ready PA Index and Career Readiness
- ISTE Standards - 2009 International Society for Technology in Education

- eMetrics
- Pennsylvania Value Added Assessment System

*Year 1 Curriculum Analysis, Evaluation, and Documentation - 4.
Investigate, Discuss, and Identify Best Practices*

Description:

Teams will use student academic achievement data to investigate, discuss, and identify the instructional best practices teachers need or currently employ to improve student academic achievement. Identify our current instructional strategies and identify possible new ones the staff needs to employ. Discuss best practices of this curriculum.

Having identified an online curriculum template that satisfies the district's requirements, professional development in utilizing the system will be scheduled at this time for administrators and members of the BC2 who will help to train the classroom teachers to design curriculum in the system.

Start Date: 8/22/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Rigor and Relevance Framework - International Center for Leadership in Education
- The MILE Guide - Milestones for Improving Learning and Education
- Using Student Achievement Data to Support Instructional Decision Making
- PLCs - Professional Learning Communities

*Year 1 Curriculum Analysis, Evaluation, and Documentation - 5.
Create Curricular Goals*

Description:

Based on analysis and evaluation of the research accomplished this school year, teams will create goals for this curricular cycle for Years 2-6. These goals may include plans for specific professional development, textbook/program adoption, and more. The goals will be compiled per

grade level and identified in the Blackhawk Curriculum Review Guide. Based on the findings and analysis collected this year, the goals will be listed for the curricular cycle and will be identified as short, mid-, or long-range.

Start Date: 8/22/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Understanding by Design
- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Management Checklist
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- Using Student Achievement Data to Support Instructional Decision Making
- Universal Design for Learning (UDL)
- PLCs - Professional Learning Communities
- SAS: Curriculum

*Year 1 Curriculum Analysis, Evaluation, and Documentation - 6.
Conduct Surveys, Visit Exemplary Schools and Share Information*

Description:

As the year progresses and teachers investigate best practices, student achievement, and curriculum, different audiences may need to be surveyed for numerous reasons. These surveys will be designed and, when covered by a policy, approved by the Board for use. Survey results will be interpreted and shared with appropriate parties.

Teams will research schools with similar student demographics whose students' academic achievements exceed our own. Teams will visit these schools to see what "best practices", methods, and resources are employed for student achievement.

Teams will share the data they have gathered and analyzed, sharing documentation recorded in their Curriculum Review Guides. Data, plans, and goals will be shared at grade level meetings, department meetings, and administrative meetings.

Start Date: 8/22/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Understanding by Design
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- The MILE Guide - Milestones for Improving Learning and Education
- Using Student Achievement Data to Support Instructional Decision Making
- Universal Design for Learning (UDL)
- PLCs - Professional Learning Communities

Year 2 Curriculum Design and Documentation - 1. Review Year 1 Findings and Current Framework and Content

Description:

Teams will continue to gather student performance data, summarize, evaluate, analyze, and document it sharing with building level data teams.

Teams will review the curriculum map, scope and sequence, course description, and content of the current curriculum framework for that specific discipline. The Team will complete the Year 2 Program Development Information Analysis section of the Blackhawk Curriculum Review Guide.

Start Date: 8/22/2020 **End Date:** 6/30/2021

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

Supported Strategies:

- Understanding by Design
- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Management Checklist
- Using Student Achievement Data to Support Instructional Decision Making
- Universal Design for Learning (UDL)
- PLCs - Professional Learning Communities
- SAS: Curriculum
- Every Student Succeeds Act
- Future Ready PA Index and Career Readiness
- eMetrics
- Pennsylvania Value Added Assessment System

Year 2 Curriculum Design and Documentation - 2. Review and Revise Current Curriculum Map; Draft/Update Curriculum Using District Template

Description:

Review current curriculum map, scope and sequence, course description, and content. Begin to revise, rewrite, realign the curriculum map, scope and sequence, description and course content. If a curriculum management system has been purchased by the district, teachers will fully implement the tools/sections/resources the system provides customizing with his/her lessons, resources, assessments, and expertise. Teachers will infuse and articulate English Language Arts Core Standards, the Next Generation Science Standards, the 21st Century Teaching and Learning Standards, ISTE standards and Blackhawk's 339 Plan objectives in all appropriate disciplines and grade levels. Using the District template or online curriculum management program, all teachers will be involved in this draft or updating of the curriculum.

Start Date: 8/22/2020 **End Date:** 6/30/2021

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

Supported Strategies:

- Understanding by Design
- Getting Results With Curriculum Mapping

- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Management Checklist
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- The MILE Guide - Milestones for Improving Learning and Education
- Universal Design for Learning (UDL)
- Curriculum Mapping
- PLCs - Professional Learning Communities
- SAS: Curriculum
- Every Student Succeeds Act
- Future Ready PA Index and Career Readiness
- ISTE Standards - 2009 International Society for Technology in Education
- Blackhawk Curriculum Board Policies

Year 2 Curriculum Design and Documentation - 3. Prepare for Adoption of Text, Software, etc. as per Board Policy and Formal Board Adoption.

Description:

In accordance with Board Policy, the Team will submit to the appropriate building principal/ director/supervisor the rationale/proposal for adoption of text, materials, and/or instructional methods based on improving specific student achievement. The administrator will submit the proposal to the Superintendent by January as a budget proposal for the new school year. The proposal will contain a detailed list, including cost, of evaluated textbooks, software, instructional materials and methods for adoption in accordance with board policy.

With Board approval, the decision to purchase new/replacement textbooks, software, and/or instructional materials or methods will be finalized.

The Team may instead petition the Board to pilot textbook, instructional methods, materials, etc. from the detailed list evaluated by the building administrator.

Start Date: 8/22/2020 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- The MILE Guide - Milestones for Improving Learning and Education
- Using Student Achievement Data to Support Instructional Decision Making
- SAS: Curriculum
- Every Student Succeeds Act
- Blackhawk Curriculum Board Policies

Year 2 Curriculum Design and Documentation - 4. Staff Development Plan

Description:

Plan staff development opportunities beginning the first teacher in-service days for the new school year and continuing, if needed, throughout the year to support implementation of new curricula, textbooks, software, special equipment and instructional methods.

Start Date: 8/22/2020 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- Using Student Achievement Data to Support Instructional Decision Making
- Universal Design for Learning (UDL)
- PLCs - Professional Learning Communities

- Professional Development
- Every Student Succeeds Act
- eMetrics
- Pennsylvania Value Added Assessment System
- Career and Technical Education Programs

*Year 3 Implementation of New Curricula With Documentation -1.
Purchase, Implement New Curricula and Resources.*

Description:

Purchase and implement new textbooks, software , and special equipment.

Provide staff development opportunities beginning with the first teacher in-service days of the school year to support implementation of new curricula, textbooks, software, special equipment and/or instructional methods. This professional development will be continued if student achievement data warrants or teachers request through Years 4-6.

Start Date: 8/22/2021 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- The MILE Guide - Milestones for Improving Learning and Education
- Using Student Achievement Data to Support Instructional Decision Making
- PLCs - Professional Learning Communities
- Professional Development

*Year 3 Implementation of New Curricula With Documentation -2.
Implement New Curriculum and Finalize Curriculum Map*

Description:

Implement new curriculum and instructional methods and adjust, as needed.

Finalize revised, rewritten, realigned curriculum map, scope and sequence, description, and course content. Submit new documents to Superintendent for approval.

Start Date: 8/22/2021 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Understanding by Design
- Getting Results With Curriculum Mapping
- Curriculum Management Checklist
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- The MILE Guide - Milestones for Improving Learning and Education
- Using Student Achievement Data to Support Instructional Decision Making
- Curriculum Mapping
- PLCs - Professional Learning Communities
- Professional Development
- SAS: Curriculum
- ISTE Standards - 2009 International Society for Technology in Education
- eMetrics
- Pennsylvania Value Added Assessment System

*Year 3 Implementation of New Curricula With Documentation -3.
Student Performance Data Collection and Analysis*

Description:

Teachers and administrators will continue to collect and summarize student performance data gathered and evaluated by building level data teams.

Start Date: 8/22/2021 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making
- PLCs - Professional Learning Communities
- SAS: Assessments
- eMetrics
- Pennsylvania Value Added Assessment System

Year 4 Monitoring Curriculum, Instruction, and Student Achievement with Documentation- 1. Curriculum and Instruction Supervision

Description:

Supervise, monitor, and support the implementation of curricula or instruction. This is an administrative responsibility whose documentation will be reviewed with the Superintendent.

Start Date: 8/22/2022 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Getting Results With Curriculum Mapping
- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Management Checklist
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- Using Student Achievement Data to Support Instructional Decision Making
- Universal Design for Learning (UDL)

- Curriculum Mapping

Year 4 Monitoring Curriculum, Instruction, and Student Achievement with Documentation- 2. Articulation

Description:

Monitor with focus on K-12 articulation.

Meet K-12 to identify areas hindering articulation and any other shortcomings of planned instruction.

Identify areas in need of revision and draft revisions.

Implement revisions to meet learning goals.

Start Date: 8/22/2022 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Understanding by Design
- Getting Results With Curriculum Mapping
- Curriculum Management Checklist
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- Universal Design for Learning (UDL)
- Curriculum Mapping
- PLCs - Professional Learning Communities

Year 4 Monitoring Curriculum, Instruction, and Student Achievement with Documentation- 3. Student Data

Description:

Continue to collect and summarize student performance data gathered and evaluated by building level data teams.

Start Date: 8/22/2022 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making
- PLCs - Professional Learning Communities
- SAS: Assessments
- Future Ready PA Index and Career Readiness
- eMetrics
- Pennsylvania Value Added Assessment System

Year 5 Evaluation with Documentation - Evaluate, Monitor, and Finalize

Description:

Evaluate the impact curriculum, textbooks, software, special equipment and/or instructional methods have on student achievement. The Curriculum Director, Building Principal, and teachers of that discipline will devise an objective assessment to measure the impact curriculum, textbooks, software, special equipment and/or instructional methods have on student achievement. This assessment/evaluation tool may be a standardized assessment/measure or teacher designed and validated by an outside agency. The evaluation measures will be reviewed by the administrators with BC2 members and grade level/discipline teachers to weigh the effectiveness of what has been designed or purchased and propose to keep or change curriculum, textbooks, software, special equipment and/or instructional methods.

Finalize any changes made in documents and submit for approval to the Superintendent.

Start Date: 8/22/2023 **End Date:** 6/30/2024

Program Area(s): Professional Education

Supported Strategies:

- Understanding by Design
- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- Using Student Achievement Data to Support Instructional Decision Making
- PLCs - Professional Learning Communities
- Professional Development
- SAS: Assessments
- eMetrics
- Pennsylvania Value Added Assessment System

Year 6 Monitor and Adjust

Description:

Monitor and adjust curriculum as needed.

Once completed for this six-year cycle, the discipline will begin the cycle Year 1 for the next school year.

Start Date: 8/22/2024 **End Date:** 6/30/2025

Program Area(s): Professional Education

Supported Strategies:

- Understanding by Design
- Rigor and Relevance Framework - International Center for Leadership in Education
- Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee
- Using Student Achievement Data to Support Instructional Decision Making
- Universal Design for Learning (UDL)

- PLCs - Professional Learning Communities
- Professional Development
- SAS: Curriculum

Goal #2: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher Effectiveness, for example model - walk throughs to ensure their PD is implemented in classroom.

Specific Targets: SLO goals for individual teachers

Action Plans

Strategies:

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Standards, Assessment, Instruction

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

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

Every Student Succeeds Act

Description:

The Every Student Succeeds Act replaces the No Child Left Behind mandate. All aspects of this new law and regulations affect every aspect of a student's education and academic preparation. All educators must have a working knowledge of this Act to appropriately serve all students.

SAS Alignment: None selected

Future Ready PA Index and Career Readiness

Description:

Pennsylvania has created the Future Ready PA Index in response to the federal mandate of ESSA. The Future Ready Plan mandates all schools have a career and college plan created for all students via the district's 339 Plan. This plan tracks a student's research into careers and college or some kind of post secondary training from Kindergarten through Eleventh grade. Students will make more informed decisions as per their explorations into the fields of study and work their interests lead them to. Course choices in high school will be more focused on the student's intended career. Students will have a plan that will encompass post secondary study and work.

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

Pennsylvania Value Added Assessment System

Description:

Teachers will be trained in the use of referencing PDE's PVAAS portal which contains student and teacher specific PSSA and Keystone data. This tool, coupled with use of eMetrics, allows for the teacher to analyze student performance and design relevant, necessary curriculum and instruction to improve student achievement and meet each students' needs providing a well-rounded learning experienec.

SAS Alignment: Standards, Assessment, Curriculum Framework

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: [The Framework](#))

SAS Alignment: Instruction

Classroom Diagnostic Tools (CDT)

Description:

Classroom Diagnostic Tools (CDT) are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner. (Sources: [Classroom Diagnostic Tools \(CDT\)](#))

SAS Alignment: Assessment, Instruction

Common Assessments - Using CFAs to Improve Teaching and Learning

Description:

Video - Creating and using common formative assessments to improve student performance. (Sources: [Using CFAs to Improve Teaching and Learning](#))

SAS Alignment: Assessment, Instruction

*Keystone Exams***Description:**

The Keystone Exams are end-of-course assessments designed to assess proficiency in three subjects: Algebra I, Literature and Biology. The Keystone Exams are one component of Pennsylvania's system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards. (Sources: [Keystone Exams \(PDE\)](#), [Keystone Exams](#))

SAS Alignment: Assessment

*Math Journals***Description:**

Math journals are a record for students and teachers. They provide an opportunity for students to be create and solve problems in a number of ways. (Sources: [Math Journals: A Record for Students and Teachers](#))

SAS Alignment: Assessment, Instruction, Materials & Resources

*PSSA***Description:**

Pennsylvania System of School Assessment (PSSA) includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA. The English Language Arts and Mathematics PSSAs include items that are consistent with the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology. (Sources: [Pennsylvania System of School Assessment \(PSSA\)](#), [Pennsylvania Department of Education \(PDE\)](#))

SAS Alignment: Assessment

SAS: Act 126 Training Information

Description:

On December 18, 2013, Governor Corbett signed Act 120 of 2013 (SB 34), which made significant changes to the Educator Discipline Act. Those changes include greatly enhanced mandatory reporting requirements. There are also significant changes to the Child Protective Services Law (CPSL) that greatly impact mandated reporters. As a result of these new laws, all previously approved Act 126 courses for Act 48 credit were resubmitted to PDE to ensure accuracy regarding these new laws. The Act 126 listed courses are in compliance with the changes to both the Child Protective Services Law updates and the Educator Discipline laws updates. (Sources: [SAS: Act 126 Training Information](#))

SAS Alignment: Materials & Resources

Technology and Student Achievement

Description:

The International Society for Technology in Education (ISTE) cites research that indicates an increase in access to technology has a positive effect on student achievement. (Sources: [Edtech research: Explore the horizons of education technology](#))

SAS Alignment: Instruction

Public School Works

Description:

This online resource for timely professional development is purchased by the district for district staff to complete throughout the school year. Topics may include: Suicide Prevention, Child Abuse and Mandated Reporting, Allergy Awareness and Precautions, Workplace Harassment Reporting,

SAS Alignment: None selected

SAMR Model

Description:

To ensure the effective use of technology professional development, Rueben Puentedura's SAMR Model - Substitution, Augmentation, Modification, and Redefinition is used to help teachers apply the new technology they have learned through four levels of applicability. Teachers will deliver two lessons per level each semester. Teachers will schedule a walkthrough inviting the building principal and curriculum director to view each lesson at each level.

SAS Alignment: Instruction

SAS: Safe and Supportive Schools

Description:

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. (Sources: [SAS: Safe and Supportive Schools](#))

SAS Alignment: Safe and Supportive Schools

SAS: Curriculum

Description:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

SAS: Assessments

Description:

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students - The Glossary of Education Reform. SAS: Assessments offer resources to help educators with assessing students. (Sources: [SAS: Assessments](#))

SAS Alignment: Assessment

Federal Programs - Titles IA, IIA, and IVA

Description:

Federal programs for many schools dictate how federal funds are used for students and when they are used, Teachers are all stakeholders in the programs designed and funded through these federal programs. Teachers must understand and respect funding guidelines as well as be knowledgeable in the programs provided to our students. This will include a review of the Uniformed Grants Guidance (UGG) rules and regulations the district must abide by for all fiscal matters.

SAS Alignment: None selected

Physical and Financial Health

Description:

The district will partner with the health insurance carrier and the companies providing wealth management services to our staff to conduct inservice professional development programs to promote physical and financial health at least once during the school year. Financial advisors regularly visit individual school building throughout the year to discuss financial planning with staff. The health insurance provider offers health screenings as well throughout the year on a scheduled basis. Healthy and financial stable employees are productive employees.

SAS Alignment: None selected

Implementation Steps:

Annual Public School Works Online Program

Description:

Each year, staff have an online program that educates them on various topics, state and federal mandates. Staff earn Act 48 credits for completing the series of online programs each year. This can be done before or after school, weekends, and on Act 80 days when scheduled time is made available by the building principal.

Start Date: 8/22/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development
- Every Student Succeeds Act
- SAS: Act 126 Training Information
- Public School Works
- SAS: Safe and Supportive Schools

*Annual Technology Updates***Description:**

Building principals and/or the district's Technology Director will identify the latest equipment, software, applications, and instructional methodologies teachers must learn to instruct appropriately with attention to 21st century technology and skills our students will need to know and use.

Start Date: 8/22/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Charlotte Danielson Framework
- Classroom Diagnostic Tools (CDT)
- Common Assessments - Using CFAs to Improve Teaching and Learning
- Keystone Exams
- PSSA
- Technology and Student Achievement
- SAMR Model

*Annual Federal and State Mandates Introduction and/or Update***Description:**

Each year the United States Department of Education (USDOE) and the Pennsylvania Department of Education (PDE) issue new and updated mandates that apply to all aspects of public education. The administration will provide district personnel with timely and comprehensive professional development to ensure academic, fiscal, and program compliance.

Start Date: 8/22/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Every Student Succeeds Act
- Future Ready PA Index and Career Readiness
- Keystone Exams
- PSSA
- SAS: Act 126 Training Information
- Technology and Student Achievement
- SAS: Safe and Supportive Schools
- Federal Programs - Titles IA, IIA, and IVA

Annual Federal Programs Review

Description:

The district receives federal and state monies for Title IA, Title IIA, and Title IVA programs to provide well-rounded academic programs for all students. Teachers will receive professional development opportunities that will inform them of the yearly allocations, the program/interventions the district will be providing based on this funding, and the new and existing guidelines for each program. Teachers, parents, students, and community members are all stakeholders in these programs and must be invited to learn what their rights, opportunities, and responsibilities are for our programs to meet federal and state guidelines.

Start Date: 8/22/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Every Student Succeeds Act
- Future Ready PA Index and Career Readiness
- Keystone Exams
- PSSA
- Federal Programs - Titles IA, IIA, and IVA

Annual School Safety Programs

Description:

The district will continue to work with the local law enforcement and county officials to practice scenarios to keep the district staff current with proactive responses to school safety, in addition to the Safe and Supportive Schools regulations and the district's Student Assistance Program (SAP).

Start Date: 8/22/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development
- Every Student Succeeds Act
- SAS: Act 126 Training Information
- Public School Works
- SAS: Safe and Supportive Schools

Annual Physical and Financial Wellness Professional Development

Description:

The district will provide a yearly presentation to staff provided by the health insurance carrier and a financial planners/money management company the district invites. Each year, the district will rotate which company provides the financial information. The information is not company specific, but sound advice for all people.

Start Date: 8/22/2019 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Professional Development
- Physical and Financial Health

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	<p>Strategy #1: Understanding by Design</p> <p>Strategy #2: Rigor and Relevance Framework - International Center for Leadership in Education</p> <p>Strategy #3: Curriculum Management Checklist</p> <p>Strategy #4: Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee</p> <p>Strategy #5: PLCs - Professional Learning Communities</p>
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Start	End	Title	Description
8/22/2019	6/30/2020	Year 1 Curriculum Analysis, Evaluation, and Documentation - 1. Assess Current Curriculum	The Blackhawk Curriculum Council (BC2) will begin the 2018-2019 school year investigating online curriculum management systems. The system chosen will be used by teachers and administrators during the curriculum design process. The system the BC2 proposes to the administration and Superintendent will blend/integrate seamlessly with the district's learning management system. Once identified and approved, professional development for the BC2 members will begin before the end of the 2018-2019 school year so that hands-on designing of a robust curriculum housed within the management system can begin at the start of the 2019-2020 school year.

Teams will review the current curriculum guide as it pertains to their discipline. Employing the Rigor and Relevance Framework, the current format will be reviewed to update and meet the Rigor and Relevance standards and to meet state, federal standards and guidelines; teams will identify the district's overall curriculum strengths and needs, and identify curriculum overlaps and inconsistencies. This will be an objective assessment of the curriculums the district currently has. Teams will document this work by completing the assigned pages of the Blackhawk Curriculum Review Guide. This guide will document all work accomplished by individual teachers and administrators following the six-year curriculum cycle as outlined in this Comprehensive Plan.

Teams will use the Curriculum Management Checklist and the PASCD Curriculum Evaluation Form, Parts 1-6, as guiding documents for the assessment process.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum Director, Building Principal	1.0	10	30	Curriculum Director	School Entity	Yes

Knowledge

Teachers and principals will be introduced to the Rigor and Relevance Framework and the PASCD Curriculum Evaluation Form, Parts 1-6, as tools all professional educators will use to assess curriculum documents. Teachers will complete the appropriate sections of the district's Blackhawk Curriculum Review Guide to document all work as it is accomplished through the six-year process.

Supportive Research

The Rigor and Relevance Framework and the PASCD Curriculum Evaluation Form are research-based and best practice.

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.

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

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

Training Format

- Series of Workshops
- Online-Asynchronous
- Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Assessing the district	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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curriculums will be accomplished using the Rigor and Relevance Framework and the PASCD Curriculum Evaluation Form.

Student PSSA data
 Classroom student assessment data
 Participant survey
 Review of participant lesson plans
 Review of written reports summarizing instructional activity
 Completion of the appropriate sections of the Blackhawk Curriculum Review Guide will document the work accomplished.

LEA Goals Addressed:

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

Strategy #1: Understanding by Design

Strategy #2: Rigor and Relevance Framework - International Center for Leadership in Education

Strategy #3: Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee

Strategy #4: The MILE Guide - Milestones for Improving Learning and Education

Strategy #5: Universal Design for Learning (UDL)

Strategy #6: PLCs - Professional Learning Communities

Strategy #7: Professional Development

Strategy #8: SAS: Assessments

Strategy #9: eMetrics

Strategy #10: Pennsylvania Value Added Assessment System

Start	End	Title	Description
8/22/2019	6/30/2020	Year 1 Curriculum Analysis, Evaluation, and Documentation - 2. Gather and Analyze Student Performance Data	<p>Gather and analyze student performance data as reported in eMetrics and PVAAS.</p> <p>Identify students' academic strengths and needs as per data reviews and studies.</p> <p>Teams will complete the documentation form with listing of specific tests identifying them as formative, summative, curriculum-based, research-based, normed assessments, standardized, and/or teacher made. If teacher-made, the validation process will be described and names of those who validated the assessment will be noted, in addition to dates of validation. Performance data will lead the analysis process and provide a clear picture of our students' knowledge base or lack of.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum Director, Building Principal, and Discipline/Grade Level Teaching Teams	2.0	6	55	BVIU, PDE, SAS, Blackhawk Administrators	School Entity	Yes

Knowledge Professional knowledge, teaching practices, instructional strategies. Additional explanation with documentation and specific actions moving forward from evaluation.

Supportive Research Definition of use of eMretrics and PVAAS as found on SAS. Identify specific programs, etc.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

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.

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

Training Format
Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Analysis of student work,
with administrator and/or peers
Peer-to-peer lesson
discussion

Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data
Participant survey
Review of participant lesson plans

LEA Goals Addressed:

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

- Strategy #1: Understanding by Design**
- Strategy #2: Rigor and Relevance Framework - International Center for Leadership in Education**
- Strategy #3: Curriculum Management Checklist**
- Strategy #4: Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee**
- Strategy #5: Universal Design for Learning (UDL)**
- Strategy #6: Every Student Succeeds Act**
- Strategy #7: Future Ready PA Index and Career Readiness**
- Strategy #8: ISTE Standards - 2009 International Society for Technology in Education**
- Strategy #9: eMetrics**
- Strategy #10: Pennsylvania Value Added**

Assessment System

Start	End	Title				Description		
8/22/2019	6/30/2020	Year 1 Curriculum Analysis, Evaluation, and Documentation - 3. Review Standards, Mandates and Guidelines				The teams will review the current national standards, state standards, guidelines and mandates. Each team will discuss how these laws, standards, and guidelines impact the current curriculums.		
		Person Responsible	SH	S	EP	Provider	Type	App.
		Curriculum Director, Building Principal	2.0	4	30	Curriculum Director, Building Principals, Blackhawk Curriculum Council Members	School Entity	Yes

Knowledge

Teachers and administrators would have working knowledge of the state and federal mandates describing mandatory curriculum districts must provide for all students in each discipline. Teachers will understand and design curriculum according to the Every Student Succeeds Act, The Future Ready PA Index, the Career Ready mandate, the PA Core Standards, the 21st Century Skills Standards, and the International Technology Standards.

Supportive Research

The above documents are research based. Understanding and using them as guidelines for curriculum design is best-practice.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

roles: interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals	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 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. Participant survey

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards **Strategy #1: Rigor and Relevance Framework - International Center for**

aligned curricula across all schools for all students.

Leadership in Education
Strategy #2: The MILE Guide - Milestones for Improving Learning and Education
Strategy #3: Using Student Achievement Data to Support Instructional Decision Making
Strategy #4: PLCs - Professional Learning Communities

Start	End	Title	Description		
8/22/2019	6/30/2020	Year 1 Curriculum Analysis, Evaluation, and Documentation - 4. Investigate, Discuss, and Identify Best Practices	Teams will use student academic achievement data to investigate, discuss, and identify the instructional best practices teachers need or currently employ to improve student academic achievement. Identify our current instructional strategies and identify possible new ones the staff needs to employ. Discuss best practices of this curriculum. Having identified an online curriculum template that satisfies the district's requirements, professional development in utilizing the system will be scheduled at this time for administrators and members of the BC2 who will help to train the classroom teachers to design curriculum in the system.		
		Person Responsible Curriculum Director, Building Principal, Classroom Teachers, BC2 Members	SH 2.0 S 5 EP 30 Provider The software developer.	Type For Profit Company	App. Yes

Knowledge Administrators and teachers would be instructed in the aspects of the curriculum design software, its capabilities and resources. At the same time, teachers would gain more knowledge in how to design appropriate curriculum with attention to Concepts, Big Ideas, Essential Questions, timelines, etc.

Supportive The online curriculum management tool will be chosen for its foundation in current research and best practices

Research for curriculum design to increase student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

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

Follow-up Activities

Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

Peer-to-peer lesson
discussion

instructional delivery and professionalism.
Participant survey

LEA Goals Addressed:

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

- Strategy #1: Rigor and Relevance Framework - International Center for Leadership in Education**
- Strategy #2: Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee**
- Strategy #3: Using Student Achievement Data to Support Instructional Decision Making**
- Strategy #4: Universal Design for Learning (UDL)**
- Strategy #5: PLCs - Professional Learning Communities**
- Strategy #6: Professional Development**
- Strategy #7: Every Student Succeeds Act**
- Strategy #8: eMetrics**
- Strategy #9: Pennsylvania Value Added Assessment System**
- Strategy #10: Career and Technical Education Programs**

Start

End

Title

Description

8/22/2020 6/30/2021 Year 2 Curriculum Design and Documentation - 4. Staff Development Plan

Plan staff development opportunities beginning the first teacher in-service days for the new school year and continuing, if needed, throughout the year to support implementation of new curricula, textbooks, software, special equipment and instructional methods.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum Director, Building Principal	2.0	6	30	PDE, SAS, Blackhawk Administrators, vendor	School Entity	Yes

Knowledge Professional development will be specific and /or customized for the students' and teachers' needs.

Supportive Research As per the item purchased.

Designed to Accomplish

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 classroom teachers, school counselors and education specialists:

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.

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

Training Format Series of Workshops

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

LEA Goals Addressed:	<p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p>	<p>Strategy #1: The MILE Guide - Milestones for Improving Learning and Education</p> <p>Strategy #2: Using Student Achievement Data to Support Instructional Decision Making</p> <p>Strategy #3: PLCs - Professional Learning Communities</p>
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Strategy #4: Professional Development

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/22/2021	6/30/2022	Year 3 Implementation of New Curricula With Documentation -1. Purchase, Implement New Curricula and Resources.	Purchase and implement new textbooks, software , and special equipment. Provide staff development opportunities beginning with the first teacher in-service days of the school year to support implementation of new curricula, textbooks, software, special equipment and/or instructional methods. This professional development will be continued if student achievement data warrants or teachers request through Years 4-6.	Curriculum Director, Building Principal	4.0	6	30	PDE, SAS, Blackhawk Administrators, Vendor	School Entity	Yes

Knowledge Best practices using the new text, curriculum, etc.

Supportive Research As per the vendor or building principal/curriculum director.

Designed to Accomplish

- 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 classroom teachers, school counselors and education specialists:
- For school and district administrators, and other educators seeking leadership
- 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

roles: academic standards.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
 Series of Workshops
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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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 Classroom student assessment data Participant survey Review of participant lesson plans
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LEA Goals Addressed:	<p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p>	<p>Strategy #1: Understanding by Design Strategy #2: Rigor and Relevance Framework - International Center for Leadership in Education Strategy #3: Curriculum Evaluation - adapted from "Curriculum Leadership: Strategies for Development and Implementation", Glatthorn, Boschee, Whitehead, and Boscee Strategy #4: Using Student Achievement Data to Support Instructional Decision Making Strategy #5: PLCs - Professional Learning Communities Strategy #6: Professional Development Strategy #7: SAS: Assessments Strategy #8: eMetrics Strategy #9: Pennsylvania Value Added Assessment System</p>
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Start	End	Title	Description
8/22/2023	6/30/2024	Year 5 Evaluation with Documentation - Evaluate, Monitor, and Finalize	<p>Evaluate the impact curriculum, textbooks, software, special equipment and/or instructional methods have on student achievement. The Curriculum Director, Building Principal, and teachers of that discipline will devise an objective assessment to measure the impact curriculum, textbooks, software, special equipment and/or instructional methods have on student achievement. This assessment/evaluation tool may be a standardized assessment/measure or teacher designed and validated by an outside agency. The evaluation measures will be reviewed by the administrators with BC2 members and grade level/discipline</p>

teachers to weigh the effectiveness of what has been designed or purchased and propose to keep or change curriculum, textbooks, software, special equipment and/or instructional methods.

Finalize any changes made in documents and submit for approval to the Superintendent.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum Director, Building Principal	3.0	6	30	Director of Curriculum, Building Principals	School Entity	No

Knowledge

Evaluating the newly designed curriculum, purchased textbooks, software, special equipment and/or instructional methods and the effects on student achievement keeps the district in constant curriculum and instructional improvement based on student achievement data. This constant cycle of improvement keeps the district ahead of any academic needs and closes the achievement gap for all students.

Supportive Research

Constant evaluation is best practice and 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.
- Empowers educators to work effectively with parents and community partners.

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

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

decision-making.

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation	
Participant Roles	Classroom teachers Principals / Asst. Principals 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 Participant survey

professional development is focused, comprehensive and implemented with fidelity.

Strategy #2: Every Student Succeeds Act
 Strategy #3: SAS: Act 126 Training Information
 Strategy #4: Public School Works
 Strategy #5: SAS: Safe and Supportive Schools

Start	End	Title	Description					
8/22/2019	6/30/2020	Annual Public School Works Online Program	Each year, staff have an online program that educates them on various topics, state and federal mandates. Staff earn Act 48 credits for completing the series of online programs each year. This can be done before or after school, weekends, and on Act 80 days when scheduled time is made available by the building principal.					
		Person Responsible Building Principals, Curriculum Director	SH 2.0	S 9	EP 170	Provider Public School Works	Type For Profit Company	App. Yes

Knowledge Knowledge of various timely topics, mandates, and laws are gained. Increases Safe and Supportive School foundation.

Supportive Research The topics are best practices.

Designed to Accomplish

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 Empowers educators to work effectively with parents and community partners.

For classroom teachers, school counselors and education specialists:

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format	Online-Asynchronous		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional Classified Personnel New Staff Related Service Personnel	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Building principals, directors, and supervisors will reference the topics learned during faculty meetings.		Evaluation Methods Observation and conduct while on the job.

LEA Goals Addressed:	Establish a district system that fully ensures professional development is focused, comprehensive and implemented with	Strategy #1: Every Student Succeeds Act Strategy #2: Future Ready PA Index and Career Readiness
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fidelity.

Strategy #3: Keystone Exams
Strategy #4: PSSA
Strategy #5: SAS: Act 126 Training Information
Strategy #6: Technology and Student Achievement
Strategy #7: SAS: Safe and Supportive Schools
Strategy #8: Federal Programs - Titles IA, IIA, and IVA

Start	End	Title	Description				Type	App.
8/22/2019	6/30/2020	Annual Federal and State Mandates Introduction and/or Update	Each year the United States Department of Education (USDOE) and the Pennsylvania Department of Education (PDE) issue new and updated mandates that apply to all aspects of public education. The administration will provide district personnel with timely and comprehensive professional development to ensure academic, fiscal, and program compliance.				School Entity	Yes
		Person Responsible Building Principals, Director of Special Education, Curriculum Director, and Superintendent	SH 3.0	S 2	EP 50	Provider District Administration		

Knowledge The teaching staff will gain timely, specific, applicable information that is necessary for them to provide appropriate instruction to all students that meets state and federal guidelines.

Supportive Research Profesional development will be provided employing research and best practices methods so that all techers can acquire the knowledge and learn a new teaching technique as well.

Designed to Accomplish
 For classroom teachers, school Enhances the educator’s content knowledge in the area of the educator’s

counselors and education 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.

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Training Format

Series of Workshops
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex
 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	Discussions at Faculty meetings, follow-up questions can be answered for clarification.	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans
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LEA Goals Addressed: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Strategy #1: Every Student Succeeds Act
Strategy #2: Future Ready PA Index and Career Readiness
Strategy #3: Keystone Exams
Strategy #4: PSSA
Strategy #5: Federal Programs - Titles IA, IIA, and IVA

Start	End	Title	Description	Provider	Type	App.
8/22/2019	6/30/2020	Annual Federal Programs Review	The district receives federal and state monies for Title IA, Title IIA, and Title IVA programs to provide well-rounded academic programs for all students. Teachers will receive professional development opportunities that will inform them of the yearly allocations, the program/interventions the district will be providing based on this funding, and the new and existing guidelines for each program. Teachers, parents, students, and community members are all stakeholders in these programs and must be invited to learn what their rights, opportunities, and responsibilities are for our programs to meet federal and state guidelines.	Federal Program Coordinator	School Entity	Yes
		Person Responsible Federal Programs Coordinator/Curriculum and Instruction				
		SH 2.0 S 4 EP 50				

Director

Knowledge

School personnel will learn what the Title programs entail, how the district plans to use the funds, how students will benefit from the programs, how student achievement will be improved, and will be invited to be a stakeholder in the review of the Title program plans. Fiscal guidelines will also be shared for transparency.

Supportive Research

Title programs are based on best practices and when purchased with federal funds, on research-based merit.

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.
Empowers educators to work effectively with parents and community partners.

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

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

Training Format

Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Those teachers who are directly involved in the Title Program will meet on a regular basis to review the plan and program guidelines and compose goals.</p>	Evaluation Methods	Classroom student assessment data Discussion with teachers involved with the Title prgrams and students achievement data will be the evaluation methods used.

LEA Goals Addressed:	<p>Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</p>	<p>Strategy #1: Professional Development Strategy #2: Every Student Succeeds Act Strategy #3: SAS: Act 126 Training Information Strategy #4: Public School Works Strategy #5: SAS: Safe and Supportive Schools</p>
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Start	End	Title			Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/22/2019	6/30/2020	Annual School Safety Programs			The district will continue to work with the local law enforcement and county officials to practice scenarios to keep the district staff current with proactive responses to school safety, in addition to the Safe and Supportive Schools regulations and the district's Student Assistance Program (SAP).	Superintendent and Building Principals	2.0	4	200	Local and County Law Enforcement Officials	Non-profit Organization	Yes

Knowledge Staff will be lead in a yearly review of district-wide Guidelines for Crisis Intervention and will actively participate in building drills.

Supportive Research Professional development in this area is the expertise of our local and county law enforcement officials. Additionally, proactive planning and practice has been shown to improve a person's response to an emergency.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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

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

Training Format

LEA Whole Group Presentation
School Whole Group Presentation

Participant Roles

Classroom teachers

Grade Levels

Elementary - Primary (preK - grade 1)

Follow-up Activities	<p>Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional</p> <p>Peer-to-peer lesson discussion Staff will debrief with building supervisors and law enforcement to review and answer questions and concerns.</p>	Evaluation Methods	<p>Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p> <p>Participant survey</p>
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LEA Goals Addressed: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Strategy #1: Professional Development
Strategy #2: Physical and Financial Health

Start	End	Title	Description				Type	App.
8/22/2019	6/30/2020	Annual Physical and Financial Wellness Professional Development	The district will provide a yearly presentation to staff provided by the health insurance carrier and a financial planners/money management company the district invites. Each year, the district will rotate which company provides the financial information. The information is not company specific, but sound advice for all people.				Health Insurance	No
		Person Responsible District Business Manager	SH 1.0	S 1	EP 200	Provider Health Insurance Carrier and Financial Planning Companies		

Knowledge

The district feels physical and financial health and well-being are key to a positive work environment for all staff.

Supportive Research

Studies show healthy and financially- sound staff are positive.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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

Training Format

LEA Whole Group Presentation
Series of Workshops

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

School counselors
Paraprofessional
Classified Personnel

Grade Levels

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

Follow-up Activities

Discussions with Business
Office personnel.

Evaluation Methods

Participant survey

District Level Affirmations

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

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

Affirmed by Doug Schaefer on 10/10/2018

Board President

Affirmed by Robert Postupac on 10/10/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Doug Schaefer on 4/24/2018

Board President

Affirmed by Robert Postupac on 4/17/2018

Superintendent/Chief Executive Officer