

Antietam SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

100 Antietam Rd Stony Ck Mills
Reading, PA 19606-1018
610-779-0554
Superintendent: Jeffrey Boyer
Director of Special Education: Kristin Holst

Planning Process

We developed a steering committee of stakeholders to develop the Mission, Vision, and Shared Values for the district. We developed school level plans for each of our buildings and sought feedback and guidance from our IU partners and CAIU Comp. Planning team. In sum, the Antietam School District utilized a collaborative process that sought input from all stakeholders. Data, utilized for the Needs Assessment component, was collected from a variety of sources and was reviewed at both the building and central office level. The final district-level document was presented to their respective stakeholder groups and the Board. All documents were available for public review prior to their final adoption.

Mission Statement

Antietam School District: Empowering all Students, Celebrating our Community, Inspiring Lifelong Growth

Vision Statement

As a pathway of excellence and source of pride in our community, the Antietam School District is committed to providing students with:

- Quality educational programming through challenging curricula
- Nurturing learning environments that value risk-taking, persistence and resilience
- Opportunities to develop awareness, knowledge, and skills for global citizenship
- Collaborative partnerships with our diverse community to foster social responsibility

Shared Values

We believe all students

- Can learn and have potential for growth.
- Deserve an educational program that prepares them for post-secondary life.
- Live in an ever-changing world and must be afforded the opportunity to develop skills to adapt and thrive.

We believe it is the responsibility of the Antietam School District to

- Provide a safe, nurturing and student-centered learning environment.
- Foster an attitude of continuous improvement for students and staff.
- Create a collaborative culture that values diversity, honor differences and promote mutual respect.

We believe parents and guardians are vital to students' success in school and play an important role in encouraging students to value their education.

We believe the community, including its businesses and organizations, provides opportunities to broaden students' educational experiences.

Educational Community

The Antietam School District is located in Berks County, southeast and adjacent to the City of Reading. The district encompasses approximately 5.3 square miles and is comprised of two municipalities: Mt. Penn Borough and Lower Alsace Township. As a predominantly residential community with little commercial and industrial businesses, the district currently serves approximately 1100 students in a community of 7500 residents.

According to projections from the Pennsylvania Department of Education, the district will see a continuing increase in enrollment despite minimal space for residential building. Enrollments over the next ten years will be dependent upon birth rates, migration, age composition of the community, and the role of non-public education. Projections indicate that the district will see an increase in enrollment over the next ten years. Similarly, the district has experienced a significant change in socio-economic status and diversity during the past fifteen (15) years. During that time period, the district has welcomed an increase in culturally diverse students from less than 5% of the population to more than 45% in our current population. Additionally, the district has experienced an increase in students qualifying for the school lunch program with a current level of over 55%.

The Antietam School District is comprised of three separate facilities. The Mt. Penn Primary Center opened for the 2005-06 school year as a kindergarten and first grade facility. It currently serving approximately 170 students in a full-day program. The Mt. Penn Elementary Center services approximately 500 students grades 2-6. The Antietam Middle-Senior High School, located in Lower Alsace Township, serves approximately 450 students in grades 7-12 and has an adjoining building for District Administration.

The district is one of 18 public school districts in the Berks County Intermediate Unit #14 service area. There is a close working relationship among the member districts with collaboration, staff development, and joint purchasing occurring at virtually every level with the coordination of the Intermediate Unit. We provide a free and appropriate public education for all of our students and when a student is identified as eligible for special education, the IEP team decisions about specific programming for those students are implemented. Students receive their instruction in the general curriculum as much as possible, with supplementary aids and services, unless the IEP team determines that replacement instruction is necessary for the student to acquire skills. In Antietam, we have 21% of students who are identified for special education services. Similar to other districts in our region, we have noted a significant increase in the number of students with autism spectrum disorders and severe behavioral disorders placing greater demands on the resources of the district.

The Antietam Middle-Senior High School course offerings are academic, with Honors and Advance Placement levels. All students are scheduled individually with input from students, parents, and staff. Scheduling for academic subjects follows the philosophy of the district that students in this age group learn best when grouped in academically appropriate cluster of students with similar ability and motivation. Additionally, thirty-five technical career areas are available to Antietam students through the Berks County Career and Technical Centers located in Oley and Leesport. The district is an approved Dual-Enrollment grant participant with the Reading Area Community College, offers comprehensive programs for special education and gifted students, and encouraging seniors to participate in career awareness internships in local businesses and professional offices.

Planning Committee

Name	Role
Jeffrey Boyer	Administrator : Professional Education
Dr. Melissa Brewer	Administrator : Professional Education Special Education
Shirley Feyers	Administrator : Professional Education Special Education Schoolwide Plan
Katherine Okonski	Administrator : Special Education
Dr. Felice Stern	Administrator : Professional Education Special

	Education Schoolwide Plan
Tracy Detwiler	Business Manager : Special Education
Gary Roland	Business Representative : Professional Education
Terry Styer	Business Representative : Professional Education
Barry Groebel	Community Representative : Professional Education
Tara Halvorson	Community Representative : Professional Education
Lawrence O'Boyle	Community Representative : Professional Education
Melissa Faro	Ed Specialist - Other : Professional Education
Ginny Kelbish	Ed Specialist - School Psychologist : Professional Education Special Education
Kate Okonski	Elementary School Teacher - Regular Education : Professional Education Special Education
Rebecca Marmas	Elementary School Teacher - Special Education : Professional Education Special Education
Tim Matlack	High School Teacher - Regular Education : Professional Education Special Education
Taryn Moyer	High School Teacher - Regular Education : Schoolwide Plan
Stephanie Smith	High School Teacher - Regular Education : Professional Education
Aaron Kopetsky	Middle School Teacher - Regular Education : Professional Education
Staci Fink	Middle School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Melissa Devlin	Parent : Professional Education Special Education Schoolwide Plan
Anthony DiSarro	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

As we develop our curriculum, objectives, content, coherence and assessment measures are component parts of the work towards curriculum completion.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

As we develop our curriculum, objectives, content, coherence and assessment measures are component parts of the work towards curriculum completion.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

As we develop our curriculum, objectives, content, coherence and assessment measures are component parts of the work towards curriculum completion.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

As we develop our curriculum, objectives, content, coherence and assessment measures are component parts of the work towards curriculum completion.

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

This narrative is empty.

Modification and Accommodations

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

As each teacher plans appropriate lessons based on the curriculum, they work with case managers in special education to best ensure that content instruction is appropriate for the needs of the student. Teachers have been provided professional development opportunities, structures, and supports to differentiate their instruction appropriately to meet the needs of all students. It is the goal of our district to help all students master a rigorous, standards-aligned curriculum regardless of ability level.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

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

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

Teachers are required to provide lesson plans for their daily planning purposes. They are always available and administrators check on them as part of walkthrough observations. Formal lesson plan analysis is done as part of the observation process. As requested by teachers, the instructional coach provides support to the lesson planning process. When concerns arise for the lesson planning competency of a teacher, administrators request/require regular submission of said plans.

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

We annually review our evaluation process in terms of how we conduct observations. However, we do not have the software to conduct an audit of what our collective total of observation data can yield. Due to our small size and limited staff, we are not able to develop a robust model of peer evaluation and coaching. We are looking to expand our instructional coaching opportunities.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

We are honing our MTSS process to better provide flexible instructional times for student supports. The district is planning to provide a one-hour long opportunity (once per six day cycle) for teachers to provide intentional intervention and academic support to students who demonstrate a need.

High School Level

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

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

At the HS level, students are provided time for scheduling their own supports within and beyond the school day. Students have a homeroom period in which they are able to meet with teachers for academic support.

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.

We utilize a variety of print and media sources to post and advertise for open positions. Through a robust interview process, we determine whether a teacher is the most highly qualified for working with our diverse learners. Although we generally try to put our most highly qualified teacher with our most challenged students, our small size can, at times, present roadblocks. In sum, our student needs are high. It is fair to say all of our staff are working with children with high needs. And yet, we do our best to position our best teachers with our neediest kids.

Assessments

Local Graduation Requirements

Course Completion	SY 22/23	SY 23/24	SY 24/25
Total Courses	23.50	23.50	23.50
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	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	2.50	2.50	2.50
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.
- 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.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystones			X	X
Pennsylvania System of School Assessment (PSSA)		X	X	
Pennsylvania Alternate System of Assessment (PASA)		X	X	X
Advanced Placement (AP) End of Course Test				X
Mid Terms and Finals			X	X
Content Area End of Unit Tests	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
STAR Reading and Math Assessments		X	X	
Fountas and Pinnell Benchmark Reading Assessments	X	X		
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Performance Assessments	X	X	X	X
Pre-tests		X	X	X
Ticket In/Out	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Test (CDT)			X	X
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	X			

Phonological Awareness Screener for Intervention (PASI)	X			
Phonics Screener for Intervention (PSI)				

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Review of standards-aligned assessments is a work in progress for our district. As we hone our curriculum, the process of reviewing assessments will become more applicable.

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.

Teachers and administrators serve on K-12 curriculum committees, in conjunction with the Director of Curriculum. Each time a new curriculum is implemented, district assessments are developed as part of the development phase. Following the development phase, these committees work during the school year and in the summer to construct pacing guidelines, and to revise assessments each year as necessary. Throughout the curriculum cycle, our assessments are continuously revised to align with instruction to insure that they are well-designed and provide the information necessary to inform instruction.

Collection and Dissemination

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

CDT, DIBELS, STAR, PSSA and Keystone assessments are housed in our data warehouse, Performance Tracker. All professional staff including teachers and administrators are able to view all assessment data by class, grade, or subgroup. This information is used for flexible grouping among students, for instructional goal setting and as part of the MTSS process.

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.

Administrators facilitate teacher teams as they analyze data to make instructional decisions in the classroom. Through the MTSS process we use tiers of intervention to promote students reaching proficiency of the academic standards.

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
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.

Through the MTSS process we identify grade level goals and objectives based on eligible content and PA standards. We then determine groups of students who will benefit from additional support in those areas of eligible content and standards. And through fluid movement through the tiers meet the needs of all our students. Grade level and content area teams meet regularly to review data and make instructional adjustments.

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

Our Primary Center already has a standards-aligned Curriculum. We do not share 3rd grade assessment anchor data with our K/1 teachers.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related	X	X	X	X

Websites				
Individual Meetings	X	X	X	X
Letters to Parents/Guardians		X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters		X		
Press Releases				
School Calendar		X	X	X
Student Handbook		X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district utilizes a variety of communication tools to convey details regarding the timing and expectations of upcoming summative assessments. Similarly, the district utilizes a variety of tools to convey results of said assessments and provides tools for parents/guardians to understand the results and implications of the results. Individual student results are sent home to families. School Performance Profile results are published annually. This information along with grade level performance in tested content is shared at annual forums for the community.

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

At this time, there is no plan to place assessment results in our course selection guides or in press releases.

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 Mount Penn Primary Center and Mount Penn Elementary Center use a MTSS model to provide literacy, math and behavior intervention for all students. Students receive supplemental instruction based on their literacy and math skill needs. In terms of behavior, we employ a SWEBS model of positive behavior intervention and reinforcement. Teachers and administrators review student data and place students into intervention groups based on numerous data sources.

The Antietam Middle-Senior High School is structured in a traditional seven period day format. The school currently utilizes a year-long approach for most courses with some electives meeting on a semester basis. Antietam Middle Senior High School offers Honor level classes grades 7-12, in addition to advanced placement courses in the areas of English 12, Calculus I & II, American History, Statistics, and Biology. Five-year course sequences in German and Spanish are available to students who are looking to extend world language experiences. Additionally, thirty-five technical career areas are available to Antietam students through the Berks County Career and Technical Centers East and West campuses. The district offers its students the opportunity to enroll in college courses during their senior year at the Reading Area Community College. The MSHS offers comprehensive programs for special education and gifted students, and encourages seniors to participate in career awareness internships in local businesses and professional offices.

Programs, Strategies and Actions

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

We are utilizing data from the PA School Climate survey to determine areas of need in terms of Conflict/Dispute Resolution at all levels.

Peer Helper Programs would not be developmentally appropriate for our youngest students.

We have not identified a Safety and Violence Curriculum at this time.

We have not identified a need for the placement of School Resource Officers based on the data in our district around school violence.

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.)

We promote and advertise gifted education services via our school district website, newsletters, guidance office fliers, our local intermediate unit, and announcements.

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

SCREENING AND EVALUATION

As part of Child Find, the Antietam School District is responsible for identifying students that are in need of gifted education. A comprehensive screening plan is in place for students in grades K-12. Students who meet the gifted screening requirements are referred for a Gifted Multidisciplinary Evaluation (GMDE). Multidisciplinary evaluations shall be conducted by a Gifted Multidisciplinary Team (GMDT). The GMDT shall be formed on the basis of the student’s needs and shall be comprised of the student’s parents, a certified school psychologist, persons familiar with the student’s educational experience and performance, and one or more of the student’s current teachers. The certified school psychologist determines the student’s intellectual ability (IQ). The term “mentally gifted” includes a person who has an IQ of 130 or higher and other factors (listed below) that indicate gifted ability. Gifted ability cannot be based on IQ score alone. If the IQ score is lower than 130, the student may qualify for gifted support services when other conditions strongly indicate gifted ability and student’s need for specially designed instruction.

The factors that may be considered include:

- Achievement test scores that are more than a year above level
- Observed or measured acquisition/retention rates that reflect gifted ability
- Demonstrated higher-level thinking skills
- Documented evidence that intervening factors are masking gifted ability

The school psychologist shall prepare a written report that brings together the information and findings collected from the GMDT’s evaluation or reevaluation concerning the student’s educational needs and strengths. The report must make recommendations as to whether the student is mentally gifted and in need of specially designed instruction, indicate the basis for those recommendations, include

recommendations for the student's programming and indicate the names and positions of the members of the GMDT.

The initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after the school receives written parental consent for evaluation or receives an order of a court or hearing officer to conduct a multidisciplinary evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted. If the student meets the criteria for gifted support services, a gifted individualized education plan will be developed.

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

The following data will be considered:

- 1) Individual IQ test
- 2) Multiple Measures of Academic Progress/ CDT
- 3) PSSA/Keystone Test Scores
- 4) PSAT/SAT/ACT Test Scores
- 5) CBA: Curriculum Based Assessments in Reading, Language Arts and Math
- 6) Parent and Teacher Input
- 7) Portfolio of student work
- 8) Results of School Psychologist Assessments

Some indicators of exceptional intellectual ability for parents to consider are as follows:

The child consistently excels on memory-type games.

The child demonstrates knowledge or skills not normally expected of a child of this age.

The child is an avid reader, and/or engages in many projects or learning activities on her/his own.

The child raises many questions, and is willing to pursue avenues to find the answers.

The child demonstrates high ability in problem solving and decision making situations.

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.

PROGRAM DESCRIPTION

Gifted Education Services in the Antietam School District

Elementary and Middle School Level

The services allow students to participate in opportunities which extend the curriculum, develop skills in problem solving and creativity, identify personal interests and needs, and encourage risk taking and responsibility for learning. Differentiated instruction, based on a variety of teaching practices, increases the complexity, depth, and breadth of the curriculum. The gifted education teacher works with the general education classroom teachers to support modifications/adaptations within the general education environment. Additionally, the gifted education teacher may work with students in pull-out groups to provide enrichment. Each year the gifted education teacher will update information concerning the progress and interests of the students and pass the information to the next grade level staff.

Services to students may include:

- In-class differentiation in the core subject areas
- Acceleration based on individual needs
- Availability of gifted education teacher to assist students and teachers as needed

Senior High Level

The Senior High provides a wide range of services designed to meet the diverse needs of gifted students, as well as opportunities to develop academic interests and talents. A challenging curriculum in core subject areas is offered, including Honors level courses and Advanced Placement courses.

All students are assigned to a gifted education teacher, who monitors their academic progress and meets individually with them periodically to review attainment of Gifted Individual Education Plan (GIEP) learning outcomes and goals.

Each student is also assigned a guidance counselor, who provides emotional and academic support and counseling as well as information and insight pertaining to post-high school educational opportunities.

Services to students may include:

- Opportunity to meet with intellectual peers
- College and Career Planning

- Competitions and Extracurricular Opportunities

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		
Bullying Prevention				
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring		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
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Antietam SD offers a comprehensive array of supportive ancillary services that are incorporated into the daily regimen and infused into the curricula grades K through 12. School guidance staff at the elementary levels have begun to explore career days and career cafes within the upper elementary grades. We are researching bullying prevention programs that make sense for the nature of our small district.

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:

Explanation of diagnostic, intervention and referral services:

Antietam SD offers counseling, health, student assistance, special education, social work, psychological, RTII, and crisis intervention team services to all of our student population, as well as is appropriate to our school families. There are school nurses assigned to each of our buildings. There are school guidance counselors assigned to each building, two at the middle-high school. Each elementary school has a process to assist with RTII and progress monitoring. All buildings have special education programs and the array of special education services is comprehensive and distributed district-wide. This also includes a number of out-of-district placements available based on exceptionality. The School District also contracts with a licensed psychologist who is a resource to the buildings and members of the collaborations teams. Each building has a crisis intervention/safety team. Trainings are scheduled for disaster/emergency response and for school invasions. Certified school social workers are employed to assist families and students with issues such as homelessness, attendance, homebound instruction, residency concerns, and guardianship concerns. Building SAP teams meet regularly to monitor student's behavioral/emotional well-being as well as drug and alcohol issues and make appropriate referrals based on need. The community mental health base-service unit offers services not only off-site but also within our school buildings.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
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:

Explanation of consultation and coordination services:

The Antietam School District offers an array of supportive services to both our students and their families as well as school staff designed to establish connections within as well as throughout the geographical boundaries of our school buildings. Families have available to them a cadre of academic, behavioral, mental health and social service support from school staff, and where/when appropriate referrals for outside agencies within the community. Appropriate referrals, coordination of services and well-trained staff collaborate within the school community and align themselves with professionals within the larger community for support, intervention and guidance. Varied representative groups such as the local magistrates, state police, Children's Bureau, United Way, Office of Mental Health, school-based counseling, Ealy Intervention, and BCIU IU#14, are but a few of the excellent supports utilized by school staff and by extension, our families.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Classroom teachers, area specialists and administrators meet quarterly to review student data that has been collected throughout the school year. These data meetings conclude with placement of students in appropriate instructional groups. Teachers utilize unscheduled time to discuss student achievement, progress and individual needs. Parents are provided information regarding their students' progress through meetings, letters, phone calls and progress reports.

Community Coordination

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

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

The principal of our Primary Center coordinates with local community pre-schools to provide ease in Kindergarten transition. We host various open houses and orientation

opportunities. We also work closely with our local Early Learning Center to identify students who may benefit from PreK services. We hope to be able to reinvigorate an in-district PreK program should space allow. The elementary and primary schools coordinates with United Way in the "Ready Set Read" initiative providing weekly tutoring with first and second grade students throughout the year. We work with YCare to provide a lost cost before and after school care program for students. We additionally partner with the local recreation commissions to offer a Teachers in the Parks program for K-5 students for 6 weeks in the summer.

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 principal of our Primary Center and Director of Student Services partner with Berks County IU Early Intervention Coordinators meet to review in-coming student IEP's, academic needs, screening results, and transition plans every spring of a given school year. The purpose of these meetings is to begin the communication with families, to best assess student needs at the time and plan for Kindergarten enrollment the following fall. The district's Early Start Kindergarten Program is offered for students whose screening results at the time of Kindergarten Registration indicate early intervention needs prior to beginning Kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

As we continue curriculum development, we work to allocate materials and resources for coherent alignment. We have provided a robust supply of materials and resources needed to achieve success with the curriculum. All teachers are able to access those materials to best differentiate and allocate resources to their diverse learners.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
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.

As we continue curriculum development, we work to allocate materials and resources for coherent alignment. We have provided a robust supply of materials and resources needed to achieve success with the curriculum. All teachers are able to access those materials to best differentiate and allocate resources to their diverse learners.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

As we continue curriculum development, we work to allocate materials and resources for coherent alignment. We have provided a robust supply of materials and resources needed to achieve success with the curriculum. All teachers are able to access those materials to best differentiate and allocate resources to their diverse learners.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

As we continue curriculum development, we work to allocate materials and resources for coherent alignment. We have provided a robust supply of materials and resources needed to achieve success with the curriculum. All teachers are able to access those materials to best differentiate and allocate resources to their diverse learners.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 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	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms

American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
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”

Professional staff members are familiar with SAS and the materials/resources section. As we are revising our curriculum, it will be important to provide time and ongoing support for teachers in utilizing the materials/resources section to develop a robust curriculum with varied opportunities for all learners.

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	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	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
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”

Professional staff members are familiar with SAS and the materials/resources section. As we are revising our curriculum, it will be important to provide time and ongoing support for teachers in utilizing the materials/resources section to develop a robust curriculum with varied opportunities for all learners.

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
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	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
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”

Professional staff members are familiar with SAS and the materials/resources section. As we are revising our curriculum, it will be important to provide time and ongoing support for

teachers in utilizing the materials/resources section to develop a robust curriculum with varied opportunities for all learners.

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	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
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”

Professional staff members are familiar with SAS and the materials/resources section. As we are revising our curriculum, it will be important to provide time and ongoing support for teachers in utilizing the materials/resources section to develop a robust curriculum with varied opportunities for all learners.

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.

No, we are not interested in the PA EWS/IC for our district.

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.

Through ongoing needs assessment and in response to current data and state mandates, we provide a robust professional education program for our professional staff. We are

particularly in tune with the varied needs of our learners including those who excel and those who struggle. Our professional development opportunities always promote improving teaching skills based on effective practice research.

The BCIU Office of Curriculum and Professional Development provides timely and appropriate professional development, meetings and resources necessary to ensure assessments, curriculum, and instruction are aligned to best practices. All professional educators are afforded the opportunity to attend said professional development. Administrators, professional staff and other staff attend conferences, webinars, leadership programs, and countywide in-services that support continual learning within the areas of best practice and leadership. Administrators are active in completing PILS/NISL leadership coursework and are in compliance with Act 45 requirements. District Administrators provide necessary access to all state, federal, and local assessment data to inform decision making throughout all schools. Training is provided for all district assessment coordinators to comply with PA Testing requirements.

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

N/A

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:
12/6/2013 Completed
The LEA plans to conduct the required training on approximately:
10/1/2018 Must be completed by December of 2018

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:
1/17/2017
1/26/2018
The LEA plans to conduct the training on approximately:
10/1/2018 Must be completed by December of 2018

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

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

Surveys are sent to classroom teachers regarding Professional Development needs. Administrators meet and discuss findings from surveys and plan upcoming professional development activities/sessions. If district employees are not qualified to provide professional development in needed areas, the district utilizes outside resources (ex. BCIU) to ensure professional development needs are met. Professional development needs are also discovered through classroom observations (formal and informal), as well as conversations with instructors. Administrators utilize the Teachscape System to monitor and gather data regarding needs in the Charlotte Danielson Domains. Individualized instructional professional development is then provided to the teacher based on these needs.

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

Currently the district uses an informal method in gathering feedback regarding the professional development. We are looking to implement a formal, written process in the upcoming year.

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.

Antietam School District provides all new teachers a mentor for one year that assists them in understanding school policies, procedures and requirements. In addition, two full day in-service days are required to train new teachers in district technology, Special Education, Curriculum processes, and building specific information. Throughout the year each inductee will participate in three sessions at the Berks IU new-teacher professional development program. Building administrators will also hold regular meetings with

inductees and mentors throughout the year to address specific questions, concerns and feedback.

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

N/A

Needs of Inductees

Checked answers

- 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).
- Review of inductee lesson plans.

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Inductee survey (local, intermediate units and national level).
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The administrative team, including the superintendent, meets annually to review and revise the induction program. Administrators observe inductees regularly both formally and informally to determine needs. In addition, student data from local and state assessments are reviewed and lesson plans are analyzed to ensure that all students' needs are being met. Inductees are observed on multiple occasions throughout the year using the Charlotte Danielson model.

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

Mentors are not required to formally observe the inductee. Inductees and mentors do meet regularly to discuss questions, concerns and needs. The inductee may also request a peer review by a mentor to assist with building their instructional practices, assessment, or classroom environment.

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 select mentors that have similar content and/or certifications, good rapport with staff and students, and strong knowledge of content area and standards. The mentors have demonstrated proficient and/or distinguished instructional practices based on previous observations.

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

N/A

Induction Program Timeline

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

Curriculum	X	X	X	X	X	
Instruction		X				
Accommodations and Adaptations for diverse learners	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.

The Code of Professional Practice and Conduct for Educators topics are provided to the inductees throughout the year through discussion with mentors or administrators. In addition, further professional development and support in these topics are provided to the inductees in the BCIU new-teacher induction program held throughout the year and through ongoing professional development within the district.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The building level administrators work closely with inductees and mentors throughout the school year. In addition, the inductee completes a survey two times during the school year that is then evaluated by the Superintendent and administrative team. At the end of each school year, the administrative team evaluates the previous year program and makes changes as needed.

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.
- 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

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

Special Education

Special Education Students

Total students identified: **233**

Identification Method

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

The Antietam School District follows federal and state regulatory guidelines for assessing students for specific learning disabilities. The district has a screening process that takes place three times per year for students in grades kindergarten through eight. For those students who are not meeting benchmark grade-level indicators, research-based interventions are provided in order to address areas of deficit through a Multi-tiered System of Supports (MTSS) process. Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making and tier leveled interventions. For those students who are receiving interventions, a strategic progress monitoring system is provided to measure growth in the regular education curriculum. Data team meetings are held on a regular basis to review and analyze universal screening data, state assessment data, and classroom data in order to determine the areas of deficit and to align the appropriate interventions to the areas of deficit. As a result of data team meetings, action plans are developed with specific strategies that are implemented and monitored for individual students. Over a specified period of time, if the action plan is unsuccessful and regular educational resources have been exhausted, the data team makes a referral to a Multidisciplinary Team.

The Antietam School District uses a Discrepancy Model in the initial evaluation of a "thought to be" exceptional student for the identification of a specific learning disability (SLD). The SLD identification for the Discrepancy Model is "...a process that examines whether a student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement (Discrepancy Model) or relative to age or grade." (§14.125[a] [2] [ii]). The evaluation process is designed to assess the needs of the child and may consist of developmental, educational, and psychological components. This information is gathered by parents, teachers, specialists, professional support staff and related services providers which may include a speech therapist, physical therapist, vision therapist, hearing therapist, orientation and mobility therapist, nurse, or occupational therapist. Additional assessments may include assessments or rating scales for social and emotional behavior, executive functioning, adaptive skills, short-term/working memory, phonetic skills, or language/vocabulary skill development. The results of the formal assessments along with parent and teacher input, observations, progress reports and response to instruction and intervention, if applicable are incorporated into the evaluation or reevaluation report.

The evaluation report brings together all information and findings concerning the educational needs and strengths of the student. The evaluation report makes recommendations as to whether the student is exceptional and makes suggestions

regarding an appropriate educational program. Eligibility recommendations are based on the documentation of a severe discrepancy between cognitive ability and academic achievement. The identification process for a Specific Learning Disability includes the exclusionary factors of vision, hearing, or motor problems, emotional disturbance, environmental, intellectual disability, socioeconomic status, lack of instruction, cultural factors, and inadequate rate of improvement or limited English proficiency. Team members have an equal opportunity to provide information to the multidisciplinary team process, agree or disagree with the recommendations and submit a dissenting opinion to be included in the multidisciplinary team evaluation report. The multidisciplinary team forwards the results of the evaluation report to the individual educational planning team and the Individual Educational Program (IEP) is developed to provide instructional goals, specially designed instruction and the related services as outlined in the evaluation report in accordance with the student's educational placement.

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>

There are no significant disproportionalities in the identification of special education students within the Antietam School District.

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?

Under Section 1306 of the Pennsylvania School Code, the Antietam School District is considered a host school district, the school district where the student's institution is physically located. The Antietam School District is required to allow a nonresident student in a children's institution to attend the public schools in the district until the student receives a diploma or completes the school term in which they turn 21. Children's institutions include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes (22 PA Code Section 11.18). As a host district we are responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a Free Appropriate Public Education (FAPE)

for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for “qualified handicapped students” with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The Antietam School District follows the established policies and procedures as set forth in Purdon's Statute 24 P.S. Section 13-1308 in order adhere to the residency requirements for meeting the needs of students who are considered 1306 students. As a host school district, our obligations are met by providing those students who reside in institutions and therapeutic foster care, and who are eligible for special education services with an appropriate individualized educational program that is consistent with federal regulations and Chapter 14 Pennsylvania regulations and standards.

The District ensures that a 1306 student identified with a disability receives a free and appropriate public education in the least restrictive environment by participating in IEP team meetings in order to make decisions with regard to programming, the development of IEP goals and objectives, behavioral interventions, and educational placement. The Antietam School District works collaboratively with the resident school district in order to develop each student's educational programming and placement.

The District has a central registration procedure in place that assists with processing the required paperwork for 1306 students. One barrier that sometimes exists during registration is that the prior district fails to send the most recent evaluation report and IEP to the school district. After registration, the Director of Student Services receives notification of the 1306 enrollment. The district works collaboratively with agencies and school districts in order to secure the necessary documentation so that all 1306 students residing within the Antietam School District are ensured the same opportunity for FAPE and LRE as resident students.

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).

At this time Antietam has no identified students in detentions/incarcerated facilities. There are no correctional facilities located within the Antietam School District boundaries. The annual public notice is printed yearly in the Reading Eagle (Berks County's local newspaper), posted on the district website, and included as an insert in the district newsletter. In addition, the Berks County Intermediate Unit (BCIU) and Twin Valley School District, the host district to Abraxas Academy (a Youth Detention facility), disseminate pamphlets and brochures identifying special education services within this facility as well as the Berks County Prison.

If a student were to enroll and be in an identified detention/incarcerated facility, the

Antietam School District would make every attempt to work with the LEA and facility to provide the special education services necessary for the student as outlined in his/her most recent IEP and Evaluation Report.

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.

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.

The goal of the Antietam School District is to consider the placement of every student in the general education setting with their peers before considering any non-inclusive environment or separate educational setting. The Antietam School District uses a philosophy that is consistent with the Least Restrictive Environment (LRE) principle of the Individuals with Disabilities Education Act (IDEA) and considers a full array of supplementary aids and services that make it possible for students with disabilities to be included in general education classrooms, non-academic, and extracurricular activities. The following is a list of supplementary aids and services available to assist students within the general education curriculum in order to access and make progress in their least restrictive environment:

Collaborative

- Scheduled time for co-planning and team meetings

- Instructional arrangements that support collaboration to include coteaching and paraprofessional support
- Summer professional development hours designated for collaboration
- Coaching and guided support through the BCIU in the use of assistive technology

Instructional

- Modified curricular goals
- Alternate ways for students to demonstrate understanding
- Testing modifications
- Assistive technology (Bookshare audio text, dictation software programs; graphic organizers; word prediction software)
- FM Systems for students with hearing impairments
- 1:1 Chromebooks (Antietam MSHS)
- Instructional adaptations such as preteaching and repeating directions
- Researched based supplementary materials

Physical

- Preferential seating
- Flexible seating arrangements
- Adaptive equipment
- Adjustments to sensory input (light)
- Wheelchair accessibility

Social-Behavioral

- Social Skills Instruction
- Counseling supports
- Positive behavior support plans

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.)

The following is a summary from 2013-2018 of the the district's efforts to educate students in their Least Restrictive Environments per PDE's Special Education Data Reports.

Setting: 80% or more of the day in the regular education classroom:

For the 2013-2014 school year 66.8% of Antietam students with an IEP were served inside the regular education classroom 80% or more of the day. The State percentage is 62.4% and the SPP Target is 62.1%. The Antietam School District met the SPP/APR target in 2013-2014.

For the 2014-2015 school year 69.7% of Antietam students with an IEP were served inside the regular education classroom 80% or more of the day. The State percentage is 62.0% and the SPP Target is 62.6%. The Antietam School District met the SPP/APR target in 2014-2015.

For the 2015-2016 school year 61.1% of Antietam students with an IEP were served inside the regular education classroom 80% or more of the day. The State percentage is 61.8% and the SPP Target is 63.1%. The Antietam School District did not meet the SPP/APR target in 2015-2016.

For the 2016-2017 school year, 62.4% of Antietam students with an IEP were served inside the regular education classroom 80% or more of the day.

For the 2017-2018 school year, 62.0% of Antietam students with an IEP were served inside the regular education classroom 80% or more of the day.

Setting: Inside the regular education classroom less than 40% of the day:

For the 2013-2014 school year 7.8% of Antietam students with an IEP were served inside the regular classroom less than 40% of the day. The State percentage is 8.9% and the SPP Target is 8.9%. The Antietam School District met the SPP/APR target in 2013-2014.

For the 2014-2015 school year PDE was unable to do a statistical comparison due to the small group size (n=10 or less) for students served inside the regular classroom less than 40% of the day. The State percentage is 9.5% and the SPP Target is 8.7%.

For the 2015-2016 school year PDE was unable to do a statistical comparison due to the small group size (n=10 or less) for students served inside the regular classroom less than 40% of the day. The State percentage is 9.5% and the SPP Target is 8.5%.

For the 2016-2017 school year 9.0% of students with an IEP were served inside the regular classroom less than 40% of the day.

For the 2017-2018 school year, 9.3% of students with an IEP were served inside the regular

classroom less than 40% of the day.

Separate Facilities:

For the 2013-14 school year 5.9% of Antietam students with an IEP were educated in public or separate facilities and public or private separate residential facilities. The State percentage is 4.8% and the SPP Target is 4.6%. The Antietam School District did not meet the SPP/APR target for 2013-2014.

For the 2014-15 school year 4.7% of Antietam students with an IEP were educated in public or separate facilities and public or private separate residential facilities. The State percentage is 4.8% and the SPP Target is 4.6%. The Antietam School District did not meet the SPP/APR target for 2014-2015.

For the 2015-16 school year PDE was unable to do a statistical comparison due to the small group size (n=10 or less) for students with an who were educated in public or separate facilities and public or private separate residential facilities. The State percentage is 4.9% and the SPP Target is 4.6%.

For the 2016-2017 school year, 4.9% of Antietam students with an IEP were educated in public or separate facilities and public or private separate residential facilities.

For the 2017-2018 school year, 4.9% of Antietam students with an IEP were educated in public or separate facilities and public or private separate residential facilities.

The Antietam School District will continue to provide professional development in the areas of co-teaching, differentiation of instruction, and the use of Supplementary Aids and Services to ensure placement in the Least Restrictive Environment. The district will also make a concerted effort to strategically transition students placed out of district to their home schools, particularly those students with emotional and behavioral disorders and Autism Spectrum Disorders.

On-going training opportunities are provided to the staff including special education teachers, regular education teachers, parents, district support personnel, and administration on a variety of topics including progress monitoring of special education students, school wide progress monitoring of all students, accurate recording and submission of data into required data bases, co-teaching, evidence-based reading programs, and Secondary Transition. Specific on-going attention has been given to the training of the above-mentioned individuals regarding the discussion of the IEP team about the least restrictive environment and how to determine what supplementary aids and services may be implemented to provide a student with LRE. In addition, special education teachers submit IEPs to the Director of Student Services to review with careful attention placed on assuring LRE is provided and the percent calculations are accurate to identify the student's needs as itinerant, supplemental or full-time.

During the 2015-2016 school year Antietam Middle/Senior High School regular and special education teachers received training and follow along assistance in co-teaching through the

Berks County Intermediate Unit and the Director of Curriculum, Instruction and Literacy. Since 2014, the Antietam School District has been implementing a hybrid model of instruction grades 5-8. General education and special education teachers were trained through IU 13 to implement this model of differentiation in a co-taught setting. For the 2018-2019 school year, the Antietam School District will open a K-6 program for students with Autism Spectrum Disorders at Mount Penn Elementary Center. In order to facilitate the provision of effective scientific based interventions for students with Autism Spectrum Disorders, the district will participate in the PaTTAN Autism Initiative. A team of professionals including principals, speech/language therapists, special education teachers, paraeducators, Director of Student Services, occupational therapist and school psychologist will attend the PaTTAN Autism Initiative Intensive ABA Bootcamp in July 2018. The Director of Student Services reviews all training opportunities forwarded by the BCIU, PDE and PaTTAN. Appropriate opportunities are forwarded to intended audiences and the staff is encouraged to attend. At times, staff members are requested to attend specific training to enhance their background and knowledge of particular topics agreed upon by the Director of Student Services and building principals.

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 Antietam School District is committed to serving students within district programs and provides a continuum of supports and services for students in grades K-12. The Antietam School District utilizes co-teaching as an educational practice to ensure students with disabilities are integrated into the regular education environment to the maximum extent appropriate. Every student's Individualized Education Program is developed with standards based goals and objectives (if applicable) and supplementary aids and services that meet the student's individual needs. The District provides support for inclusionary practices through on-going professional development and curricular/planning training sessions. The use of an alternative curriculum or program is provided when a student's disability necessitates a functional curriculum.

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 Antietam School District believes that all students are entitled and the District has the responsibility to create a safe and caring learning environment. The elementary and

primary levels utilize a tiered school-wide system of behavioral support (SWEBS). Interventions such as Check-In/Check-Out, behavior contracts, social groups, school counselor provided services, and daily progress reports are routinely utilized for students grades K-12.

There are two emotional support programs located at Mount Penn Elementary Center and Antietam Middle Senior High School. Students in these programs often require a more intensive level of intervention through an individualized positive behavior support plan. All plans are based on the results of a functional behavioral assessment. Components of these plans include: (a) Antecedent (prevention) strategies, (b) Replacement behavior, (C1) Consequences (reinforcement) for when the student performs the replacement behavior, and (C2) Consequences (including procedures to follow) when the student performs the behavior of concern. Both emotional support programs have an intensive focus on teaching students prosocial skills, self-regulation, and social problem solving.

The district employs the Safety-Care curriculum which is designed to provide a set of skills and strategies that allow staff in a variety of settings to safely and humanely provide support to individuals who may sometimes exhibit disruptive or dangerous behavior. The Director of Student Services and Dean of Students at Mt. Penn Elementary Center are certified Safety-Care trainers who have trained crisis teams in all buildings, Mt. Penn Primary Center, Mt. Penn Elementary Center, and Antietam Middle/Senior High School. Team members are recertified annually. Quarterly meetings facilitated by the trainers are held at the buildings to review techniques and reflect upon crisis situations.

The prevention and de-escalation interventions in Safety-Care are drawn from the field of Applied Behavior Analysis (ABA). In addition to teaching concepts and skills related to prevention and de-escalation of behavioral incidents, Safety-Care also provides staff with physical techniques for responding safely to dangerous behavior. Physical management procedures are used only when necessary for safety, and only with the utmost care for the safety and wellbeing of the agitated person and everyone else. Per the Safety-Care guidelines, the following conditions must be met in order to consider use of physical management: 1) There must be imminent risk of serious harm to the agitated person or someone else; 2) There must be no practical way to prevent that harm without physical management; and 3) The risk of not intervening must be greater than the risk of intervening.

When a restraint is used, a meeting of the IEP team is held within ten school days of the inappropriate behavior causing the use of the restraint, unless the parent agrees in writing to waive the meeting. After a restraint, the parent/guardian will be contacted by telephone and/or email, followed up with an Incident Notice letter. The Antietam School District employs positive behavior support as the primary method of addressing problem behavior; however, if at any time a restraint is used on an Individual with Disabilities Education Act (IDEA) eligible child, the incident is reported to the Pennsylvania Department of Education.

The Restraint Information System of Collection (RISC) website is used to maintain and report data on the use of restraints in the Antietam School District. Antietam also employs the use of a restraint incident report data sheet to report the use of a restraint.

Antietam School District School Board Policy Number 236 further defines the district procedures concerning the use of restraints. Policy 236 also mandates procedures when the nature and severity of an incident results in a referral to law enforcement. In accordance with §14.133(h) subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required.

The district also participates in the Pennsylvania Student Assistance Program (SAP), a systematic team process used to mobilize school resources to remove barriers to learning. Professionally trained SAP teams are active at MPEC and Antietam MSHS. SAP team members may refer students to a liaison who can screen students or assess for community based services or support. The district has also partnered with CONCERN counselors during the 2017-2018 school year. Counselors are also housed at the elementary and secondary levels providing students school based outpatient services funded through MA or private insurance.

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.

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.

The Antietam School District is the smallest in Berks County. At times, the functional needs of students are greater than the district is able to support even with the provision of supplementary aides and services. Prior to considering a more restrictive placement the IEP team will recommend a Functional Behavioral Assessment, design a positive behavior

support plan and track data on the effectiveness of the interventions. In an effort to educate students in their neighborhood schools to the greatest extent possible, the district has contracted with Exceptional Learning, LLC. to provide the behavioral expertise of Board Certified Behavior Analysts for conducting FBAs and designing positive behavior support plans.

2. Include information detailing successful programs, services, educational placements as well as identified gaps in current programs, services, and educational placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

The Antietam School District is committed to providing a free and appropriate public education (FAPE) and will continue to expand its continuum of services as necessary in order to ensure that students make meaningful educational progress. Careful consideration is given to the individual needs of all students as the district provides a continuum of services for learning support, emotional support, life skills support and speech and language programs. For students who need more intensive levels of support than the district can provide, the district may consider an out of district placement. These placements may include New Story, Hogan Learning Academy, Abraxas, Centennial School, Devereux, Affinity Educational Solutions, River Rock Academy, John Paul II Center, IU 13 Community School, Opportunities School, Conrad Weiser Decisions, and Janus School. The district works with the interagency coordinators of Berks County as they act as a liaison among our educational entities, community agencies, and the families in providing assistance in planning and managing the interagency process. District personnel works closely with Berks County agencies and private providers in an effort to ensure that eligible students receive a free and appropriate public education (FAPE). The district has employed the assistance of the Berks County Child and Adolescent Service System (CASSP) interagency coordinators to help facilitate residential placements or to facilitate the collaboration between families, outside agencies, and the school district. In addition, the Antietam School District works with the office of intellectual disabilities, juvenile probation, drug and alcohol treatment facilities, and children and youth services in order to identify treatment programs and services for students with diverse needs.

The Antietam School District has students for whom it has had difficulty locating a program to ensure the provision of a free and appropriate public education (FAPE). In these cases, the district utilizes the regional interagency coordinators to assist in interagency planning meetings to mitigate and/or eliminate barriers to determine a placement resolution. The Antietam School District works in collaboration with the CASSP in order to provide programming options and out of district placements for students who have multisystem services. A district representative attends all CASSP meetings either in person or via a phone conference. The interagency coordinators and school district personnel collaborate in order to create a comprehensive, community based, need-driven system of services and supports to help the child and family reach their goals. During the interagency meeting, all team members involved work together to assist in identifying specific strengths and barriers that a child and family are experiencing in behavioral, emotional,

cognitive/learning, social, and other domains in order to eliminate barriers to a placement resolution. The district holds that to the maximum extend possible, students should be educated in their least restrictive environments.

3. Discuss any expansion of the continuum of services planned during the life of this plan

The District is planning to open a K-6 Autistic Support program with intensive ABA programming. With this addition, we feel we can provide students high quality, research based instruction for students with Autism Spectrum Disorders in their neighborhood school. The district is hopeful to expand this program to the secondary level.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story - Perkiomen	Other	Emotional Support	4
New Story - Wyomissing	Other	Autistic Support	3
Affinity Educational Solutions	Other	Emotional Support/AEDY	2
River Rock Academy	Other	Emotional Support	3
John Paul II Center for Special Learning	Special Education Centers	Multi-disabilities Support	4
Centennial School	Approved Private Schools	Emotional Support	1
Hogan Learning Academy	Other	Autistic Support	1
Green Valley Academy	Instruction in the Home	Emotional Support	1
Opportunities School	Other	Emotional Support	1
Conrad Weiser Decisions School	Neighboring School Districts	Emotional Support	1
New Story - New Holland	Other	Autistic Support	1
Janus School	Other	Learning Support	1
Chester County Intermediate	Special Education Centers	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Due to caseloads, one teacher absorbed all students at Mount Penn Primary Center. Previously, kindergarten and first grade were split between two case managers.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	8	0.6
Locations:				
Mt Penn Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	2	0.2
Locations:				
Mt Penn Primary Center	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	5 to 5	1	0.1
Locations:				
Mount Penn Primary Center	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	5 to 7	2	0.1
Locations:				
Mount Penn Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 12	28	1
Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.				
Locations:				
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Life Skills programs changed to Autistic Support program due to communication needs of students. District is on the PA Autism Initiative.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	3	0.4
Justification: Teacher instructs students in a life skills program; age range waivers are necessary to address the needs of all students				
Locations:				
Mt Penn Elementary Center	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%)	Life Skills Support	5 to 11	2	0.3
Justification: Students require intensive replacement reading and math instruction that can best be provided through life skills.				
Locations:				
Mount Penn Elementary Center	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 6	2	0.3
Locations:				
Mount Penn Elementary Center	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	1	0.1
Justification: Teacher instructs students in an emotional support classroom/program. Age range waivers are signed by parents when necessary in order to meet the needs of all students throughout the school day.				
Locations:				
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 12	11	0.9
Justification: Teacher instructs students in an emotional support classroom/program. Age range waivers are signed by parents when necessary in order to meet the needs of all students throughout the school day.				
Locations:				
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Student's needs can be appropriately met by this case manager.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	12	0.6
Locations:				
Mt Penn Elementary Center	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	11 to 13	5	0.3
Locations:				
Mt Penn Elementary Center	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	12 to 12	1	0.1
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	18	0.8
Justification: N/A				
Locations:				
Mt Penn Elementary Center	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 9	4	0.2
Justification: N/A				
Locations:				
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Student receives contracted ABA instruction from a certified teacher, but also receives learning support services through case manager.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	10	0.6
Locations:				
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	4	0.3
Locations:				
Mt Penn Elementary Center	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%)	Autistic Support	7 to 7	1	0.1
Locations:				
Mount Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	5	0.3
Locations:				
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	15	0.7
Locations:				
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* October 15, 2018*Reason for the proposed change:* Students moved in from out of district, requiring the levels and type of support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 21	5	0.3
Justification: Teacher has an emotional support classroom for grades 7-12. Whenever necessary age range exceptions are obtained.				
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 21	8	0.5
Justification: Teacher has an emotional support classroom for grades 7-12. Whenever necessary age range exceptions are obtained.				
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 16	1	0.1
Locations:				
Antietam Middle Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 16	1	0.1
Locations:				
Antietam Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 20	7	1
Justification: Teacher has a life skills support classroom for grades 7-12. Whenever necessary age range exceptions are obtained.				
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.8
Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.				
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	3	0.2
Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.				
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	10	0.6
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	13 to 16	7	0.4

but More Than 20%)				
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Two isolated student's needs can be effectively met through the programming.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	9	0.5
Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.				
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	5	0.3
Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.				
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.1
Locations:				
Antietam Middle Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	1	0.1
Locations:				
Antietam Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018

Reason for the proposed change: Student's emotional support needs can adequately be met through programming.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	15	0.8
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	1	0.1
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 16	1	0.1
Locations:				
Antietam Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Case manager can effectively meet the needs of the student placed in Supplemental Emotional Support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 20	15	0.7
Justification: Students are educated with grade level peers.				
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	4	0.2
Locations:				
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.1

Locations:				
Antietam Middle Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* SLP was hired through the district. We are no longer contracting with an outside agency.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	8	0.3
Locations:				
Mt Penn Primary Center	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	12 to 21	20	0.7
Justification: Building is Grades 7-12				
Locations:				
Antietam Middle/Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	14	0.8
Locations:				
Mount Penn Elementary Center	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	9 to 10	3	0.2
Locations:				
Mount Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services	District	1
Administrative Assistant	Antietam Middle Senior High School	1
Paraprofessional	Mt Penn Primary Center	4.16
Paraprofessional	Mt Penn Elementary Center	8.53
Paraprofessional	Antietam Middle/Senior High	5.53
School Psychologist	Mt Penn Elementary Center	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	5 Hours
Occupational Therapist	Outside Contractor	20 Hours
Audiology Consultant (BCIU)	Intermediate Unit	10 Minutes
Board Certified Behavior Analyst	Outside Contractor	1 Hours
Behavior Technician	Outside Contractor	5 Days
Behavior Technician	Outside Contractor	5 Days
Behavior Technician	Outside Contractor	5 Days
Behavior Technician	Outside Contractor	5 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:

Each building was able to identify some positive outcomes but no complete trends or patterns are identifiable related to student progress, achievement or growth.

As a district, the common theme of our concerns and systemic challenges is our need to work towards stronger alignment of our curriculum to PA Core Standards and Eligible Content. We now have the leadership in place to guide this work and to work towards the polished articulation of curriculum across buildings, content areas and grade levels. It has been a priority of work during our professional development time across the 17-18 school year and will continue to be an area of focus for the duration of this plan. As the curriculum is revised, our professional development plan is ever-evolving so that we can best meet the needs of our teachers in providing support for the instruction to deliver the curriculum.

In addition, a pattern that has emerged is in the area of student support through the use of data in our MTSS process. We have implemented a solid process in grades K-6 and are expanding that to include grades 7-8 as well. The MTSS framework is guiding our work towards completion of these goals. We have articulated the process, created timelines for data collection, dissemination and analysis, provided parental communication, and are working to hone the intervention system.

District Accomplishments

Accomplishment #1:

According to the 2017-2018 School Performance Profile, the MSHS maintains an attendance rate of about 93% and a cohort graduation rate of 85%.

Accomplishment #2:

According to PVAAS, we are demonstrating growth in

- Biology Keystone
- Literature Keystone

Accomplishment #3:

2016- 4th grade math PSSA proficiency has increased from 33.8% to 41.8% advanced/proficient. Fewer students in 2016 were in the Basic range; students in Below Basic and Proficient increased. 2016- 5th grade math PSSA proficiency increased from 20.7% to 26.5 % advanced/proficient.

Accomplishment #4:

Based on PVAAS, 6th grade 2016 and the 3-year average shows significant evidence of exceeding the standard for PA Academic growth in Math.

Accomplishment #5:

Based on PVAAS, 4th grade 3-year shows moderate evidence of exceeding the standard for PA Academic Growth; evidence of meeting the standard for growth in 2016 ELA.

Accomplishment #6:

From Fall to Late February 2017, STAR Math and Reading Data indicates a decrease in the number of Below Basic and Basic Students at every grade level.

Accomplishment #7:

4th grade science PSSA increased from 71.3% to 82.3% from 2015 to 2016. In all 4 reporting categories (Nature of Science, Biological Sciences, Physical Sciences, Earth and Space Sciences) our students are above the state averages in 3 out of 4 categories

Accomplishment #8:

In 2016-17, Kindergarten STAR Early Literacy proficiency reports in February indicate that 63.3% are proficient or advanced based upon grade level standards; students in the Below Basic and Basic categories decreased from 60% to 36.8%.

Accomplishment #9:

In 2016-17, 90% of 1st Grade students progressed out of Early Literacy and into STAR Reading. Of the 9 students tested in February, 2 students have moved to STAR Reading assessments due to their increased proficiency

Accomplishment #10:

In 2016-17, 90% of 1st Grade students progressed out of Early Literacy and into STAR Reading. Of the 9 students tested in February, 2 students have moved to STAR Reading assessments due to their increased proficiency

Accomplishment #11:

In January 2017, 16 Kindergarten students (20%) were Pre-A and in February, all 16 students moved to Level A on the F & P benchmark assessment.

District Concerns

Concern #1:

Mount Penn Primary Center Data from 2017 reveals:

*72.5% of first grade students are below basic on the mid-year STAR reading assessment

*76% kindergarten students are not on track for meeting EoY grade level reading expectations based on the Fountas and Pinnell benchmark assessment.

*81% of first grade students are not on track to meet EoY grade level reading expectations based on the Fountas and Pinnell benchmark assessment.

Concern #2:

Data from Mount Penn Elementary Center, based on PSSA results from 2015-2017 reveal the following concerns:

The three year average for Mathematics:

Grade 3: 36% proficient or advanced

Grade 4: 29% proficient or advanced

Grade 5: 26% proficient or advanced

Grade 6: 28% proficient or advanced

The three-year average for English Language Arts:

Grade 3: 55% proficient or advanced

Grade 4: 40% proficient or advanced

Grade 5: 52% proficient or advanced

Grade 6: 58% proficient or advanced

Concern #3:

Data from Antietam Middle-Senior High School PSSA /Keystone results reveal the following concerns:

The three-year average of scores on English Language Arts PSSA:

Grade 7: 43% proficient or advanced

Grade 8: 39% proficient or advanced

The three-year average of scores in Mathematics PSSA:

Grade 7: 24% proficient or advanced

Grade 8: 13% proficient or advanced

The three-year average of scores on Keystone assessments:

Biology: 34% proficient or advanced

Literature: 42% proficient or advanced

Algebra: 28% proficient or advanced

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:

Mount Penn Primary Center Data from 2017 reveals:

*72.5% of first grade students are below basic on the mid-year STAR reading assessment

*76% kindergarten students are not on track for meeting EoY grade level reading expectations based on the Fountas and Pinnell benchmark assessment.

*81% of first grade students are not on track to meet EoY grade level reading expectations based on the Fountas and Pinnell benchmark assessment.

Data from Mount Penn Elementary Center, based on PSSA results from 2015-2017 reveal the following concerns:

The three year average for Mathematics:

Grade 3: 36% proficient or advanced

Grade 4: 29% proficient or advanced

Grade 5: 26% proficient or advanced

Grade 6: 28% proficient or advanced

The three-year average for English Language Arts:

Grade 3: 55% proficient or advanced

Grade 4: 40% proficient or advanced

Grade 5: 52% proficient or advanced

Grade 6: 58% proficient or advanced

Data from Antietam Middle-Senior High School PSSA /Keystone results reveal the following concerns:

The three-year average of scores on English Language Arts PSSA:

Grade 7: 43% proficient or advanced

Grade 8: 39% proficient or advanced

The three-year average of scores in Mathematics PSSA:

Grade 7: 24% proficient or advanced

Grade 8: 13% proficient or advanced

The three-year average of scores on Keystone assessments:

Biology: 34% proficient or advanced

Literature: 42% proficient or advanced

Algebra: 28% proficient or advanced

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

Aligned Concerns:

Mount Penn Primary Center Data from 2017 reveals:

*72.5% of first grade students are below basic on the mid-year STAR reading assessment

*76% kindergarten students are not on track for meeting EoY grade level reading expectations based on the Fountas and Pinnell benchmark assessment.

*81% of first grade students are not on track to meet EoY grade level reading expectations based on the Fountas and Pinnell benchmark assessment.

Data from Mount Penn Elementary Center, based on PSSA results from 2015-2017 reveal the following concerns:

The three year average for Mathematics:

Grade 3: 36% proficient or advanced

Grade 4: 29% proficient or advanced

Grade 5: 26% proficient or advanced

Grade 6: 28% proficient or advanced

The three-year average for English Language Arts:

Grade 3: 55% proficient or advanced

Grade 4: 40% proficient or advanced

Grade 5: 52% proficient or advanced

Grade 6: 58% proficient or advanced

Data from Antietam Middle-Senior High School PSSA /Keystone results reveal the following concerns:

The three-year average of scores on English Language Arts PSSA:

Grade 7: 43% proficient or advanced

Grade 8: 39% proficient or advanced

The three-year average of scores in Mathematics PSSA:

Grade 7: 24% proficient or advanced

Grade 8: 13% proficient or advanced

The three-year average of scores on Keystone assessments:

Biology: 34% proficient or advanced

Literature: 42% proficient or advanced

Algebra: 28% proficient or advanced

Systemic Challenge #3 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Mount Penn Primary Center Data from 2017 reveals:

*72.5% of first grade students are below basic on the mid-year STAR reading assessment

*76% kindergarten students are not on track for meeting EoY grade level reading expectations based on the Fountas and Pinnell benchmark assessment.

*81% of first grade students are not on track to meet EoY grade level reading expectations based on the Fountas and Pinnell benchmark assessment.

Data from Mount Penn Elementary Center, based on PSSA results from 2015-2017 reveal the following concerns:

The three year average for Mathematics:

Grade 3: 36% proficient or advanced

Grade 4: 29% proficient or advanced

Grade 5: 26% proficient or advanced

Grade 6: 28% proficient or advanced

The three-year average for English Language Arts:

Grade 3: 55% proficient or advanced

Grade 4: 40% proficient or advanced

Grade 5: 52% proficient or advanced

Grade 6: 58% proficient or advanced

Data from Antietam Middle-Senior High School PSSA /Keystone results reveal the following concerns:

The three-year average of scores on English Language Arts PSSA:

Grade 7: 43% proficient or advanced

Grade 8: 39% proficient or advanced

The three-year average of scores in Mathematics PSSA:

Grade 7: 24% proficient or advanced

Grade 8: 13% proficient or advanced

The three-year average of scores on Keystone assessments:

Biology: 34% proficient or advanced

Literature: 42% proficient or advanced

Algebra: 28% proficient or advanced

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

Systemic Challenge #5 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Systemic Challenge #6 (*Guiding Question #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

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

Systemic Challenge #8 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Systemic Challenge #9 (*Guiding Question #11*) Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Systemic Challenge #10 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Systemic Challenge #11 (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

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.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystones Exams

Specific Targets: Positive growth towards proficiency in 90% of the PSSA or Keystone tested grades/subjects.

Strategies:

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, Curriculum Framework, 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: Curriculum Framework

Implementation Steps:

Curriculum Mapping

Description:

In alignment with the district Curriculum Cycle, all content areas will have the opportunity to review, revise, align and take to the board for approval their articulated, PA Core/Academic Standards-Aligned Curriculum.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- SAS: Curriculum
- Curriculum Mapping

Establish Walkthroughs

Description:

Although walkthroughs are normally considered evaluative, there exists the need to expand their consistent use to promote the process as a professional development/professional sharing/best practice reinforcement activity. We will target curriculum alignment, instructional strategies, and practice through the process.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- SAS: Curriculum

Continue Comprehensive Framework for District Curriculum

Description:

Driven by Understanding by Design and alignment to Pennsylvania Core Standards, require all content areas at all grade levels to generate curriculum in the same framework to promote consistency and accountability to standards. This curriculum framework is to be warehoused and accessible electronically.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- SAS: Curriculum
- Curriculum Mapping

Increase Opportunities for Collaborative Lesson Planning and Curriculum Writing/Revisions

Description:

Provide more frequent opportunities for departments, grade levels, subject areas to collaborate, share, and generate curriculum from which lessons can be created that are responsive to student needs as demonstrated by benchmark and achievement data.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- SAS: Curriculum
- Curriculum Mapping

Outreach to Local/Other Districts

Description:

Build consortia among other districts and partners that promote collaboration among professionals not traditionally accessible to one

another in an effort to build strong, standards-aligned curriculum, create and evaluate programming, and, potentially, share resources.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- SAS: Curriculum
- Curriculum Mapping

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

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher Effectiveness

Specific Targets: 100% of Antietam School District professional staff will achieve satisfactory evaluations on their annual PA Teacher Effectiveness Model Evaluations

Type: Interim

Data Source: Informal and formal observations of professional staff

Specific Targets: District administrators will conduct on-going formal and informal observations of professional staff to ensure consistent implementation of effective practices across all classrooms in each school, aligned to the Danielson Framework for Instruction.

Strategies:

SAS: Instruction

Description:

SAS: Instruction provides educators with resources focused on teacher effectiveness and Student Learning Objectives (SLOs). (Sources: [SAS: Instruction](#))

SAS Alignment: Instruction

*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

Implementation Steps:*SAS: Instruction***Description:**

All stakeholders will work towards increasing student achievement through evidence-based best instructional practices.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- SAS: Instruction
- Charlotte Danielson Framework

*Differentiation Strategies***Description:**

Through professional development, evaluation, collaboration, and modeling/coaching, there exists a need to consistently define what true differentiation is and to build local and vendor resources and capacity via master schedules and staffing to ensure that it occurs as a daily best practice in the best interests of all learners. Indicators of implementation: Will be based on walk-throughs and evaluations using the Danielson Framework. Indicators of evidence will be completion of walkthroughs, Educator Effectiveness rubrics and Teacher Evaluations as required by PDE.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- SAS: Instruction

Literacy Instruction

Description:

Effective instructional literacy practices will be a focus of professional development. Research supports the notion that reading proficiently by the end of third grade can be a “make-or-break” benchmark in a child’s educational development. Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skills by the end of third grade (2010 Annie Casey Foundation). Therefore, professional development at the primary level will be ongoing in regards to effective means of monitoring and intervening in the process of learning to read to ensure that all students meet this grade three benchmark. Reading to learn through effective comprehension strategies will be a focus of professional development for all grade levels. Topics will include forms of assessment, analysis of student data to monitor student progress, and the evaluation of the effectiveness of interventions.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- SAS: Instruction
- Charlotte Danielson Framework

Goal #3: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: MTSS processes and procedures are established and utilized with fidelity; Interventions are implemented with fidelity

Specific Targets: There will be a 80% increase in students reaching benchmark from the beginning of the year to the end of the year on the STAR assessment.

Strategies:

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

SAS Alignment: Instruction

Implementation Steps:

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

All students will have the opportunity to receive appropriate interventions to promote successful attainment of PA Core/Academic Standards.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)

Data Analysis

Description:

Promote practices among all teachers and administrators in the analysis of student data for the purposes of improving instruction. Standardized summative assessments, such as PSSA and Keystone-related data, and formative assessment data through local assessments will be utilized. The use of diagnostic tools, such as the CDT, and benchmark assessments will also be utilized and analyzed to inform instruction. The various purposes of assessment data will be shared to promote effective utilization such as for universal screening, program evaluation, determining intervention needs, and monitoring student progress. The incorporation of the development of Student Learning Outcomes (SLO) increases the need for utilizing student data effectively. Evidence of implementation will include meeting agendas with topics in relation to the types, purposes, and uses of assessment data.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)

Meeting the Needs of All Learners

Description:

Promote instructional practices that meet the needs of all students, including ELL and students with disabilities, within an inclusive setting.

Additionally, promote the use of best instructional practices for enriching and accelerating advanced learners. Evidence will include meeting agendas, sign in sheets, and supporting documents.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)

Literacy Instruction

Description:

Effective instructional literacy practices will be a focus of professional development. Research supports the notion that reading proficiency by the end of third grade can be a "make-or-break" benchmark in a child's educational development. Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skills by the end of third grade (2010 Annie Casey Foundation). Therefore, professional development at the primary level will be ongoing in regards to effective means of monitoring and intervening in the process of learning to read to ensure that all students meet this grade three benchmark. Reading to learn through effective comprehension strategies for all grade levels. Topics will include forms of assessment, analysis of student data to monitor student progress and the evaluation of the effectiveness of interventions.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Multi-Tiered Systems of Support (MTSS-RtII)
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Start	End	Title	Description				
7/1/2019	6/30/2022	Data Analysis	Promote practices among all teachers and administrators in the analysis of student data for the purposes of improving instruction. Standardized summative assessments, such as PSSA and Keystone-related data, and formative assessment data through local assessments will be utilized. The use of diagnostic tools, such as the CDT, and benchmark assessments will also be utilized and analyzed to inform instruction. The various purposes of assessment data will be shared to promote effective utilization such as for universal screening, program evaluation, determining intervention needs, and monitoring student progress. The incorporation of the development of Student Learning Outcomes (SLO) increases the need for utilizing student data effectively. Evidence of implementation will include meeting agendas with topics in relation to the types, purposes, and uses of assessment data.				
	Person Responsible Director of Curriculum	SH 1	S 6	EP 20	Provider BCIU and Local Experts	Type BCIU and Local Experts from the School	App. Yes

Knowledge

Promote practices among all teachers and administrators in the analysis of student data for the purposes of improving instruction. Standardized summative assessments, such as PSSA and Keystone-related data, and formative assessment data through local assessments will be utilized. The use of diagnostic tools, such as the CDT, and benchmark assessments will also be utilized and analyzed to inform instruction. The various purposes of assessment data will be shared to promote effective utilization such as for universal screening, program evaluation, determining intervention needs, and monitoring student progress. The incorporation of the development of Student Learning Outcomes (SLO) increases the need for utilizing student data effectively. Evidence of implementation will include meeting agendas with topics in relation to the types, purposes, and uses of assessment data.

Supportive Research

Research supports data driven decision making. Ongoing professional development is necessary to maximize the use of formative assessment data in promoting student learning (Brookhart & Moss, 2009). The analysis of summative data for both growth and achievement measures is necessary for curriculum planning, implementation, and evaluation.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists 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	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	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

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

Strategy #1: Multi-Tiered Systems of Support (MTSS-RtII)

Start End Title Description

7/1/2019 6/30/2022 Literacy Instruction

Effective instructional literacy practices will be a focus of professional development. Research supports the notion that reading proficiency by the end of third grade can be a "make-or-break" benchmark in a child's educational development. Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skills by the end of third grade (2010 Annie Casey Foundation). Therefore, professional development at the primary level will be ongoing in regards to effective means of monitoring and intervening in the process of learning to read to ensure that all students meet this grade three benchmark. Reading to learn through effective comprehension strategies for all grade levels. Topics will include forms of assessment, analysis of student data to monitor student progress and the evaluation of the effectiveness of interventions.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum	1	6	20	BCIU and Local Teacher Experts	We will offer local training opportunities (School Entity) and use our local IU (BCIU).	Yes

Knowledge

Topics will include forms of assessment, analysis of student data to monitor student progress, and the evaluation of the effectiveness of interventions.

Supportive Research

Research supports the notion that reading proficiently by the end of third grade can be a "make-or-break" benchmark in a child's educational development. Academic success, as defined by high school graduation, can

be predicted with reasonable accuracy by knowing someone’s reading skills by the end of third grade (2010 Annie Casey Foundation).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Series of Workshops

Training Format

Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Other educational</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
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specialists
Related Service Personnel

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

Follow-up Activities

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Evaluation Methods

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

Classroom student assessment data

Review of participant lesson plans

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.

Walt Saylor

Board President

Jeffrey Boyer

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).

Michelle Worrall

Board President

Melissa Brewer

Superintendent/Chief Executive Officer