

Newport SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

420 Fickes Lane
PO Box 9
Newport, PA 17074
(717)567-3806
Superintendent: Ryan Neuhard
Director of Special Education: Mary Kay Hunter

Planning Process

We created a district wide team consisting of members from the guidelines provided.

Superintendent

Business manager

The head principals of the three buildings

Special Education director

Two district technology directors

Teachers from each building

Two board members

Two business owners

Two parents

We had a meeting each month district wide and building specific. The meeting dates are as follows. We posted in October 2014 for the 30 day review on the website and the plan was board approved November 2014 with submittal of the plan to the Pennsylvania Department of Education by the November 30 2014 deadline.

August 13, 2013

September 10 2013

October 15 2013

November 12 2013

January 14 2014

February 11 2014

March 11 2014

April 15 2014

Mission Statement

The mission of the Newport School District is to educate all students to become lifelong learners through partnerships with parents, educators and community.

Vision Statement

Enter to Learn - *We will provide a school culture that promotes positive attitudes and a safe environment so that students will enter our doors ready to learn.*

Go Forth to Serve - *We will prepare our students to leave our schools with an attitude of service and commitment to society.*

Continue to Learn - *We will instill in all of our students a lifelong love of learning and respect for knowledge.*

Shared Values

The Newport School District Believes

- Every Child will receive rigorous instruction using core aligned curriculum.
- A highly qualified and dedicated professional and support staff is a vital factor in the educational process.
- The home shares a significant responsibility for the education of each student. Family involvement in the schools is encouraged through cooperative planning and a cooperative approach to implementation of school programs.
- We must be committed to providing an environment which encourages the desire for learning, fosters creativity, promotes respect for self and others, and demonstrates a spirit of cooperation and a concern for safety.
- Quality resources and facilities promote the success of the educational process.

- The School District must be a partner with the community and recognize the community's contributions to a strong educational program.

Educational Community

Description of the process you are using to develop your plan:

We created a district wide team consisting of members from the guidelines provided.

Superintendent

Business manager

The head principals of the three buildings

Special Education director

Two district technology directors

Teachers from each building

Two board members

Two business owners

Two parents

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August 13, 2013

September 10 2013

October 15 2013

November 12 2013

January 14 2014

February 11 2014

March 11 2014

April 15 2014

Planning Committee

Name	Role
Jenn Bates	Elementary School Teacher - Regular Education
David Bower	Secondary School Teacher - Regular Education
Denise Buffington	Secondary School Teacher - Special Education
Cheryl Capozzoli	Parent
Brittany Chernigo	Elementary School Teacher - Regular Education
Carla Ebling	Parent
Ken Ewing	Community Representative
Lisa Good	Ed Specialist - Instructional Technology
Lisa Good	Instructional Technology Director/Specialist
Terry Heller	Business Representative
Mary Kay Hunter	Special Education Director/Specialist
Mary Kay Hunter	Special Education Director/Specialist
Amy Lesh	Parent
Eric McConell	Secondary School Teacher - Regular Education
Scott McGrady	Administrator
Ryan Neuhard	Administrator
Peg Olson	Middle School Teacher - Regular Education
Steve Peters	Business Representative
John Potteiger	Ed Specialist - Instructional Technology
Lesley Ramos	Elementary School Teacher - Special Education
Brian Rehmeyer	Administrator
Pat Shull	Community Representative
Michael Smith	Administrator
Angela Stewart	Secondary School Teacher - Regular Education
Sandy Wilson	Middle School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The majority of the areas that are non-existent and needs improvement are imbedded within other curricular areas. They are no stand alone curricula at the elementary level.

Elementary Education-Intermediate Level

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

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

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

The majority of the areas that are non-existent and needs improvement are imbedded within other curricular areas. They are no stand alone curricula at the elementary level.

Middle Level

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

Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
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	Needs Improvement	Needs Improvement
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
Common 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	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Our Career education and work is in the beginning phases of Identifying our status with mapping and aligning your curricula to all state academic standards as cited in Chapter 4, assessment anchors and eligible content.

Adaptations

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

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

Middle Level

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

High School Level

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

- Common Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

Newport Elementary has completed its review and revision of its math, english, science, health/PE, and arts/humanities curriculums. The school is in the process of working on ELA.

Newport Middle School has completed its review and revision of its math, english, science, health/PE, and arts/humanities curriculums.

Newport High School has completed its review and revision of its math,english, science, health/PE, and arts/humanities,Technology, history curriculums.

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:

We have a on going curriculum writing process aligned with the Core Standards in all subject areas. We also have created and purchased assessments in all content areas that measure the mastery of the objectives of a planned course, instructional unit and interdisciplinary studies. Team and grade level meetings are conducted to discuss content, and plan lessons to make sure academic standards are meet in the instructional time. This is an ongoing process.

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

We have a on going curriculum writing process aligned with the Core Standards in all subject areas. We also have created and purchased assessments in all content areas that measure the mastery of the objectives of a planned course, instructional unit and interdisciplinary studies. Team and grade level meetings are conducted to discuss content, and plan lessons to make sure academic standards are meet in the instructional time. This is an ongoing process.

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

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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:

We have a on going curriculum writing process aligned with the Core Standards in all subject areas. We also have created and purchased assessments in all content areas that measure the mastery of the objectives of a planned course, instructional unit and interdisciplinary studies. Team and grade level meetings are conducted to discuss content, and plan lessons to make sure academic standards are meet in the instructional time. This is an ongoing process.

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

We have a on going curriculum writing process aligned with the Core Standards in all subject areas. We also have created and purchased assessments in all content areas that measure the mastery of the objectives of a planned course, instructional unit and interdisciplinary studies. Team and grade level meetings are conducted to discuss content, and plan lessons to make sure academic standards are meet in the instructional time. This is an ongoing process.

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:

We have a on going curriculum writing process aligned with the Core Standards in all subject areas. We also have created and purchased assessments in all content areas that measure the mastery of the objectives of a planned course, instructional unit and interdisciplinary studies. Team and grade level meetings are conducted to discuss content, and plan lessons to make sure academic standards are meet in the instructional time. This is an ongoing process.

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

We have a on going curriculum writing process aligned with the Core Standards in all subject areas. We also have created and purchased assessments in all content areas that measure the mastery of the objectives of a planned course, instructional unit and interdisciplinary studies. Team and grade level meetings are conducted to discuss content, and plan lessons to make sure academic standards are meet in the instructional time. This is an ongoing process.

Modification and Accommodations

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

We have a on going curriculum writing process aligned with the Core Standards in all subject areas. We also have created and purchased assessments in all content areas that measure the mastery of the objectives of a planned course, instructional unit and interdisciplinary studies. Team and grade level meetings are conducted to discuss content, and plan lessons to make sure academic standards are meet in the instructional time.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Data team meetings
- Co Teaching
- Peer evaluation

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

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

- Data team meetings
- Co Teaching
- Peer evaluation

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

Physical Education	2.00	2.00	2.00	2.00	2.00	2.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00	4.00	4.00	4.00
Electives	4.00	4.00	4.00	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00	70.00	70.00	70.00

2014 Graduation Specifics

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

Reading

- Local Assessments aligned with State Standards

Writing

- Local Assessments aligned with State Standards

Mathematics

- Local Assessments aligned with State Standards

Local Assessments

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

Science and Technology and Engineering Education		X	X	X	X	X
World Language		X	X	X	X	X

2015 and beyond Graduation Requirement Specifics

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

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

2017 and beyond Graduation Requirement Specifics

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

Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Methods and Measures**Summative Assessments**

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Teachers at Newport Elementary meet to discuss curriculum, instruction, and assessment. Administration reviews and disucsses this work.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

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

The Newport School District budgets for the annual licence fee for Performance Tracker. This data warehouse contains all student data. All teachers and administration have access to this and have received training.

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.

This narrative is empty.

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		
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		
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		
Instructional practices modified or adapted to increase student mastery.	X	X		

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

We currently do not have any struggling schools in our district. We will continue to grow by having an on going curriculum writing process aligned with the Core Standards in all subject areas. We also have created and purchased assessments in all content areas that measure the mastery of the objectives of a planned course, instructional unit and interdisciplinary studies. Team and grade level meetings are conducted to discuss content, and plan lessons to make sure academic standards are met in the instructional time.

Programs, Strategies and Actions

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

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

The district has a SAP program in place with staff trained through the state and also hired outside agencies. We also have RTII district wide to assist the students and staff by providing interventions for the students success.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Gifted students are identified using a multifaceted approach. Individual teachers and or parents can refer students for testing, but we as a district also reviewing student records, PSSA and PVASS scores, CDT scores, report cards, and progress reports to determine who might be good candidates. Once identified as a possible candidate parents are notified and issued a Permission to Evaluate. All possible candidates are evaluated through a school psychological evaluation as well a collection of data from a variety of sources including but not limited to: the parents, teachers, review of records, review of evaluations completed in the school previously and presently in classes. Once all the evaluations are completed and data collected the team meets to review all data in the GER and make recommendations to the GIEP team. This team then decides eligibility, area(s) of strength and needs for services. Gifted services are delivered through enrichment, advancement and a combination of the two Kindergarten through 12th grade. As GIEP teams meet, it is determined what the needs of the student are and how they can be met. This is then implemented in each of the buildings either in the classes the student is already attending (enrichment) or finding/ implementing advancement in courses deemed necessary by the GIEP team. In addition each student also has the opportunity to meet with a teacher of the Gifted to work on projects and/ or research in their area(s) of strength or interest.

Developmental Services

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

Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII				
Wellness/Health Appraisal	X	X	X	X
We are currently working with CAIU 15 and Pattan for RTII district wide	X	X	X	X

Explanation of developmental services:

This narrative is empty.

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:

This narrative is empty.

Consultation and Coordination Services

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

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	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
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

We use outside agencies for supports and interventions for supports interventions, counseling and resources. We also welcome other agencies into the district for the same reasons. The work with our staff to make sure all students needs are meet.

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

We use an outside agency that supports our childre grade k-9. RSVP program which is a federaly financialy supported and works through the state provides this service. The program works with our students K-9 after school and durng 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 Special Education Supervisor coordinates with the CAIU coordination of services for all children they are servicing in the area. An initial transition meeting is held in November to introduce parents to the Special Education Supervisor and allowing them time to ask questions about school age programming, services, etc. This meeting is held in the Elementary building also allowing the parents to see the building and start building some comfort there.

In January individual meetings are held for each student eligible for Transition to school age programming. At that meeting the CAIU team meets with the parents and school age team to determine: 1. If they intend their child to transition to Kindergarten programming the following school year, 2. Services that may be needed at that time, and 3. Is there any need for additional testing on the schools part to get all services in place. Parents are also told at this time what would be needed to register their child in school and the date(s) of Kindergarten registration. Parents who can not attend or miss the January meeting are rescheduled for May meetings.

The school and Special Education Supervisor work with all agencies serving children with disabilities to ensure all needs are met and all students have access to the physical and academic programmatic supports needed.

In addition to the early intervention meetings held, all students are screened during Kindergarten orientation. All students also invited and encouraged to attend Kindergarten orientation meetings held at various times. They can attend all or none of these at the parents discretion.

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Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The elementary school has purchased brand new researched-based programs in science, mathematics, literacy and social studies. Math and reading are aligned to the Common Core. These programs have been purchased over the last 6 years.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The elementary school has purchased brand new researched-based programs in science, mathematics, literacy and social studies. Math and reading are aligned to the Common Core. These programs have been purchased over the last 6 years.

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

Provide explanation for processes used to ensure Accomplishment.

The middle school has purchased brand new researched-based programs in science, mathematics, literacy and social studies. Math and reading are aligned to the Common Core. These programs have been purchased over the last 6 years.

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

Provide explanation for processes used to ensure Accomplishment.

The high school school has purchased brand new researched-based programs in science, mathematics, literacy and social studies. Math and reading are aligned to the Common Core. These programs have been purchased over the last 6 years.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms

Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district

	classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation

Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

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

The district has contracted with outside educational consultants through the CAIU 15, PATTAN, and other educational institutions in 21st century best teaching practices, RTII, differentiated instruction.

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

This narrative is empty.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The district has contracted with outside educational consultants through the CAIU 15, PATTAN, and other educational institutions in 21st century best teaching practices, RTII, differentiated instruction.

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

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- The district has contracted with outside educational consultants through the CAIU 15, PATTAN, and other educational institutions in 21st century best teaching practices, RTII, differentiated instruction.

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

The district has contracted with outside educational consultants through the CAIU 15, PATTAN, and other educational institutions in 21st century best teaching practices, RTII, differentiated instruction.

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

This narrative is empty.

Needs of Inductees

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

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

The district has contracted with outside educational consultants through the CAIU 15, PATTAN, and other educational institutions in 21st century best teaching practices, RTII, differentiated instruction.

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

This narrative is empty.

Mentor Characteristics

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

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

Mentor Selection Process

The Newport School District recognizes the importance of this role and, therefore, the administrators select teachers for this position who demonstrate the following qualities:

- Any professional staff member who is permanently certified or holds an Instructional II certificate and has completed three years of satisfactory service (tenure) within the state of Pennsylvania.
- Consistently displays the personality, professionalism and positive attitude reflective of Newport School District goals and relative to the inductees needs.
- Recognized as an excellent teacher who implements the district's standards aligned, mission focused curriculum.
- Works well with students, families, colleagues, and members of the community.
- Demonstrates organizational skills, has knowledge of and uses effective classroom management techniques.
- Exhibits a good grasp of learning theory and an understanding of how theory is translated into effective teaching and assessment of student learning, implements successfully a variety of different and differentiated instructional strategies, integrates technology thoughtfully and purposefully into instruction, assessment, and professional practice.
- Demonstrates good listening skills and an understanding of the needs of newly certificated professionals.
- Demonstrates enthusiasm for teaching and positive attitude toward the profession as a whole.
- Motivated to contribute to the professional development of the inductee.

Mentor Responsibilities

It is the responsibility of the mentor and inductee to meet with each other and log at least

one hour a week during the first semester of the school year. During the second semester, mentors and the inductee should meet with and log one hour bi-weekly. Additionally, mentors are expected to attend the New Faculty Orientation Day and may be requested to participate in specific meetings. The role of the mentor is to provide professional instruction and guidance to assist inductees in making a smooth entry into the district with a practical, working knowledge of effective teaching practices. The responsibilities of the mentor include, but are not limited to the following:

- Introduction to Induction Plan including rationale and intended use
- Review of school calendar and important building specific events
- Overseeing the logging of weekly and bi-weekly meetings with mentor
- Introduction to important district level staff members (custodians, secretaries, teaching staff, paraprofessionals, itinerants, and union representatives)
- Leads a tour of building and appropriate district-level facilities
- Explanation of professional responsibilities
- Assist in inductee's completion of activity log and other required paperwork
- Detail building level processes for the acquisition of resources (paper, pencils, etc.)
- Assist in classroom set up and securing of necessary materials to begin school year
- Explanation of policies and procedures pertinent to inductees teaching assignment
- Overview of parent conferences, open house, and other special events
- Leading dialogue and reflection of lessons, goal setting, and/or progress monitoring
- Review purposes and process for IST, Child Study, Student Assistance Program, etc.
- Review Professional Code of Conduct
- Reporting the needs of the inductee to administrative personnel in the school district
- Provide assistance in securing the appropriate curriculum, state standards, IEP's, teacher's manuals, etc. for the inductee to use as resources
- Assist in setting up grade books, lesson plans, schedules, etc. as needed
- The modeling of lessons and/or meetings
- Ensure inductee's completion of the End-of-the-Year Program Evaluation and submission to the Building Principal by May 31

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

This narrative is empty.

Induction Program Timeline

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

Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

The district has contracted with outside educational consultants through the CAIU 15, PATTAN, and other educational institutions in 21st century best teaching practices, RTII, differentiated instruction.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Under the Guidance of Mentor:

Introduction:

The PA Department of Education recognized the need for new teachers to continue receiving training during their first year of employment. At Newport, we believe our investment in you requires much more. Throughout your first year and well into the future, our goal is to meet your expectations and needs as a professional teacher. Ultimately, Newport School District deeply desires to provide our community with the best education possible.

Purpose of Induction:

The Professional Employee Induction Plan is designed to provide a series of opportunities, activities, and experiences that will offer a successful entry into employment in the Newport School District to support every new faculty member's growth in becoming a highly proficient instructor.

The Newport School District Induction Program is based upon Chapter 49 and is aligned with:

- PA Professional Skills contained in the Pennsylvania Department of Education's process for meeting the qualifications to obtain an Instructional II certificate
- Newport School District's adaptation of Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching
- Newport School District's Professional Education Plan

Goals:

1. To foster the development of strategies for instruction and assessment that will enable all students to meet or exceed the PA Academic Standards.
2. To support the development of the knowledge and the skills needed by beginning teachers to develop into a highly qualified and effective teacher.
3. To integrate beginning teachers into the professional relationships within the school, school district, and community.
4. To provide an opportunity for inductees to reflect on their teaching through a mentor relationship.
5. To encourage new teachers to view themselves as lifelong learners.
6. To present the Code of Professional Practice and Conduct for Educators as the standard for professional and ethical conduct in the teaching profession.

(<http://www.pde.state.pa.us/pspc/cwp/view.asp?a=3&q=113571>)

7. To support new teachers in the acquisition and documentation of the professional standards contained in the Newport School District Professional Development Education Plan and the PDE Instructional I to Instructional II Assessment Form.
8. To offer Act 48 credit hours for those activities which meet the guidelines of the law.

Role of the Building Administrator

The Building Administrator at each building is the key leadership and a very valuable source of information. Your building principal will provide leadership to the mentors and new teachers regarding the type and amount of support services appropriate for inductee. Any external training to promote the development and refinement of professional skills in classroom management, standards aligned curriculum, differentiated instructional delivery, and assessment of learning training must be approved by your building principal. They can also give advice or strategies for developing positive relationships with students, families, colleagues, and the community.

Mentor Selection Process

The Newport School District recognizes the importance of this role and, therefore, the administrators select teachers for this position who demonstrate the following qualities:

- Any professional staff member who is permanently certified or holds an Instructional II certificate and has completed three years of satisfactory service (tenure) within the state of Pennsylvania.
- Consistently displays the personality, professionalism and positive attitude reflective of Newport School District goals and relative to the inductees needs.
- Recognized as an excellent teacher who implements the district's standards aligned, mission focused curriculum.
- Works well with students, families, colleagues, and members of the community.
- Demonstrates organizational skills, has knowledge of and uses effective classroom management techniques.
- Exhibits a good grasp of learning theory and an understanding of how theory is translated into effective teaching and assessment of student learning, implements successfully a variety of different and differentiated instructional strategies, integrates technology thoughtfully and purposefully into instruction, assessment, and professional practice.
- Demonstrates good listening skills and an understanding of the needs of newly certificated professionals.
- Demonstrates enthusiasm for teaching and positive attitude toward the profession as a whole.
- Motivated to contribute to the professional development of the inductee.

Mentor Responsibilities

It is the responsibility of the mentor and inductee to meet with each other and log at least one hour a week during the first semester of the school year. During the second semester, mentors and the inductee should meet with and log one hour bi-weekly. Additionally, mentors are expected to attend the New Faculty Orientation Day and may be requested to participate in specific meetings. The role of the mentor is to provide professional instruction and guidance to assist inductees in making a smooth entry into the district with a practical, working knowledge of effective teaching practices. The responsibilities of the mentor include, but are not limited to the following:

- Introduction to Induction Plan including rationale and intended use

- Review of school calendar and important building specific events
- Overseeing the logging of weekly and bi-weekly meetings with mentor
- Introduction to important district level staff members (custodians, secretaries, teaching staff, paraprofessionals, itinerants, and union representatives)
- Leads a tour of building and appropriate district-level facilities
- Explanation of professional responsibilities
- Assist in inductee's completion of activity log and other required paperwork
- Detail building level processes for the acquisition of resources (paper, pencils, etc.)
- Assist in classroom set up and securing of necessary materials to begin school year
- Explanation of policies and procedures pertinent to inductees teaching assignment
- Overview of parent conferences, open house, and other special events
- Leading dialogue and reflection of lessons, goal setting, and/or progress monitoring
- Review purposes and process for IST, Child Study, Student Assistance Program, etc.
- Review Professional Code of Conduct
- Reporting the needs of the inductee to administrative personnel in the school district
- Provide assistance in securing the appropriate curriculum, state standards, IEP's, teacher's manuals, etc. for the inductee to use as resources
- Assist in setting up grade books, lesson plans, schedules, etc. as needed
- The modeling of lessons and/or meetings
- Ensure inductee's completion of the End-of-the-Year Program Evaluation and submission to the Building Principal by May 31

Activities and Topics

Inductees are required to attend one day of orientation prior to the start of the school year designed to familiarize them with the Newport School District, curriculum, technology skills/systems, and the induction program. The New Teacher Day is designed to familiarize the new staff member with district processes and the induction plan which in turn will allow for a successful transition into a new teaching career.

Throughout the school year, inductees must complete several tasks as a part of their induction program. These tasks are designed to provide the inductee with a successful foundation of skills and knowledge of the district for their continued success. The chart below dictates the required activities and the person responsible for overseeing each.

Activity	Person Responsible	Approximate Timeline
Attend MMS Gradebook and School Wires Training	Director of Technology	ASAP
Review of District Level Supervision/Evaluation Program	Building Principal	January through May
Complete two formal observations and post conferences	Building Principal	January through May
Induction Exit Interview	Building Principal, Special Education Supervisor	Prior to June 2015

Additional Requirements for Special Education Inductees

Observe and Discuss an IEP Meeting	Mentor	January through May
Coordinate, Plan, Lead, and Review	Special Education	January through May

IEP Meeting	Supervisor	
Attend Quarterly Special Ed Trainings	Special Education Supervisor	TBA
Attend IEP Writer Training	Special Education Supervisor	January through May

Objectives for Program Activities and Topics

- To provide inductees with multiple sources of non-evaluative feedback.
- To help inductees and newly certificated employees develop and refine their knowledge in conjunction with the four categories outlined in the NSD Teacher Evaluation Plan and the PDE Instructional I to Instructional II Assessment Form.
- To help inductees become familiar with the district strategic plan, policies and procedures.
- To establish collegial relationships between inductees and mentors.
- To establish leadership opportunities for mentors.

Evaluation of Individual Sessions and Year-Long Induction Program

The End-of-the Year Induction Program Evaluation

should be completed by each inductee and sent to the Director of Educational Services prior to the end of the school year. A summary of these evaluations are compiled so this information can be used to continuously improve our induction program at both the district level, as well as at each organizational level.

Participation and Completion

All professional employees with no previous experience, or who are new to the Newport School District, will be required to have a mentor and will be considered inductees. Previous experience will be defined and determined by the Building Principal and other administrators, as appropriate. Experienced certificated employees new to the district that are full-time, part-time, or 45+day predictable term substitutes will also be requested to participate in the induction program. Ideally, efforts will be made to identify one mentor for each inductee. Where special circumstances arise, the Building Principal will decide upon the arrangements. The length of this involvement may vary and will be determined by the appropriate administrators.

Experienced certificated district employees who assume a different professional position within the district may request or be required to participate in the induction program. Involvement will be determined by the Building Principal and other administrators, as appropriate. The district monitors changes in and complies with all requirements for mentoring set forth by Chapter 49, the State Board of Education, and the Pennsylvania Department of Education.

Completion

Special Education

Special Education Students

Total students identified: **241**

Identification Method

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

Currently, the Newport School District uses the Discrepancy Model (discrepancy between achievement and ability model) to identify students with a specific learning disability. The Newport School District has established and implemented procedures to identify, locate and evaluate all children. The district identifies students having suspected of having a learning disability using a team approach. The IST approach is used in the Elementary Building, whether the referral is from a parent or a teacher. Once the referral is made the IST procedures apply. The student's teacher will submit curriculum based assessments, observations, and samples of classroom work as well as list of interventions already attempted in the classroom. A team meeting is held, including the parent, teacher and other professional that may be beneficial, to discuss the student's records/ data and develop appropriate goals. Students will receive 30 days of instructional support strategies with data collected at each session as well as by the student's teachers. At the end of the 30 days the students progress toward the goals that were developed are reported and discussed at another team meeting. Progress monitoring and grades are provided. If the student is making progress, the process continues. If the student is making little to no progress toward his/ her goals two options are considered: additional interventions are added and/ or replace ones being used and those are attempted or the student is referred for additional testing through the special education process. A decisions made as to what additional testing/ evaluations need completed by the psychologist. Parent approval is acquired. Once the evaluation is completed and the additional data is needed to complete the evaluation report a Multidisciplinary Team meeting is held to discuss everything. At that meeting the team reviews all evaluations completed, was the student provided research based instruction, if findings suggest a visual, hearing or orthopedic problem, Intellectual disability, Emotional Disturbance, finding suggesting adverse effects of culture, environment, or economic disadvantages, other health impairments or Limited English proficiency. Once all factors are discussed, data reviewed and some discrepancy found between intellectual ability and academic achievement, the team may identify the student with a learning disability.

The district continues to investigate the Response to Instruction and Intervention Model (RTII) during the 2-14-15 school year. The district has made progress in that it now has scientifically research based curricular programs currently in place for reading and math. The district continues to enhance it's IST process. We continue the IST process to better service all the students.

Enrollment

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

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

When reviewing the Special Education Enrollment Data report from 2011-12 and 2012-13, a majority of the Enrollment of Disabilities and Race/ Ethnicity are statistically similar to the state enrollment. Newport School District, although highly transitory in nature, is not significantly discrepant. No such plan is required at this time.

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?

Newport currently does not host any facility that have students identified as 1306.

If a student would become incarcerated the facility or new school district contacts the last school which the student attended. If this does not happen and we (Newport School District) become aware of a student who has been incarcerated, we will contact the facility/ district/ IU where the facility falls and relay the necessary information for the student and their special education services.

The information is tracked through the PIMS/ Penn Data and Capital Area Intermediate Unit 15 to ensure all incarcerated students who may be eligible for special education services are located, identified, evaluated, and when eligible, are provided a free appropriate public education.

There are no problems or barriers currently existing that would limit the the district ability to meet it's students obligation Under Section 1306.

Incarcerated Students Oversight

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

There are no facilities found in the Newport School District.

If a student would become incarcerated the facility or new school district contacts the last school which the student attended. If this does not happen and we (Newport School

District) become aware of a student who has been incarcerated, we will contact the facility/ district/ IU where the facility falls and relay the necessary information for the student and their appropriate special education services.

The information is tracked through the PIMS/ Penn Data and Capital Area Intermediate Unit 15 to ensure all incarcerated students who may be eligible for special education services are located, identified, evaluated, and when eligible, are provided a free appropriate public education.

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.

Newport School District strives to provide educational programming to students with and without disabilities in the least restrictive environment. Professional development opportunities have been provided for general education and special education staff including providing resources and interventions available within the general education setting. Differentiated instruction has also been utilized to supports students in the least restrictive environment. All staff are making adaptation, modifications and accommodations to curriculum and classroom settings. General education teachers are involved with all identified special education students as well as those in the process and thought to be special education. They participate in the process of identifying students with a disability as well as once eligible for services, they attend all IEP meetings. In participating in the IEP meetings general education teachers learn of the student's individual strengths and needs and can assist in the development of goals, objectives and specially designed instruction.

Newport School District, to the maximum extent possible and appropriate, include all students in a general education setting. Over the years, Newport School District has made significant changes toward a more inclusive setting for all students. All teachers in the district- general and special education- are trained in Learning Focus Strategies (LFS). This allows students to receive best practices from all teachers. Co- teaching is utilized in grades

1-12 in a variety of educational classes (core subject and elective).

The following lists provide current supports, as well as the implemented supports for the 2013-14 school year:

Elementary-

- Itinerant and supplemental Learning support
- Itinerant and supplemental Emotional support
- Itinerant and supplemental Life Skills support
- Itinerant and Supplemental Speech and Language support- Newport hosts the Supplemental Speech and Language classroom as part of the Perry County Consortium.
- Autism supports through contracted IU services
- Itinerant Deaf and Hard of Hearing services through contracted IU services
- Itinerant Vision supports and services through contracted IU services

Middle School-

- Itinerant and Supplemental Learning support
- Itinerant and supplemental Emotional Support
- Supplemental Life Skills support
- Itinerant Speech and language support
- Autism supports through contracted IU services
- Itinerant Deaf and Hard of Hearing services through contracted IU services

High School-

- Itinerant and Supplemental Learning support
- Itinerant and supplemental Emotional Support
- Supplemental Life Skills support
- Itinerant Speech and language support
- Autism supports through contracted IU services
- Itinerant Deaf and Hard of Hearing services through contracted IU services

Prior to removal to a more restrictive environment, the IEP team discusses and implements where they feel appropriate any supplemental aides and services that may benefit the student and continue their participation in the general education setting. These

supplemental aides and services could include but are not limited to: modifying classroom instruction/ arrangements/ expectations, adapting presentation and assessment methods, modifying environment, integrating assistive technology, integrating sensory supports, integrating behavioral/ social supports, modifying/adapting classwork/ homework assignments/ organization, collaboration/ communication between teachers/ parents/ agencies/ and others involved, incorporating peers support strategies, incorporating structural aides and providing adult supports in the general education setting when needed and transportation adaptations and modifications when necessary. Placement and participation in the LRE is determined by the IEP team.

Newport School District also utilizes a variety of services contracted through CAIU, Therabilities, CIT and Goodwill. In addition to the direct services made available to student in need, consultation and training times are also used. Occasionally the district will contact PDE and/ or the local CASSP team for guidance for those hard to place students. Newport School District also uses PATTAN, CAIU and PDE for various training opportunities and initiatives to enhance the special education programming.

Newport School District has made significant changes to utilizing a research based curriculum and assessment. Everyday Math, Journey's Reading Program (including all interventions) as well as FOSS Science are utilized throughout the district. Research based assessments, standardized assessments and screening tools are used to identify students' strength, needs and supports within the classroom setting. These include: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment (DRA), 4-Sight, Aimsweb probes, Classroom Diagnostic Test (CDT) and Successmaker (CCC). PSSA and PVASS scores are also utilized. Newport School District utilizes an online data system (Performance Tracker) where all data/ assessment scores are imported. In doing so the district/ staff/ teachers are better able to make data driven decisions to improve identified skills for all students.

Newport School District also strives to meet the emotional/ social needs of our students, as well as the academic needs. School Wide Positive behavior Support programs are in place in all buildings (Elementary, Middle and High School). The district currently contracts with Newport Counseling Services to provide school based Mental Health services. Counselors are in the school buildings on a regularly scheduled basis. These services increase LRE as well as provide the necessary supports and services for students (general and special education) with emotional / behavioral needs in our district. The Student Assistance Program is utilized at all levels to support the students' mental health needs.

Newport staff are encouraged and frequently participate in professional opportunities offered by a variety of outside sources including but not limited to: CASSP (Child and Adolescent Service System Program), Newport Counseling Services, Perry County Children and Youth, CPARC (The ARC of Cumberland and Perry Counties) Cumberland- Perry Vocational Training Center, CIT (Center for Industrial Training), etc. This coordination and collaboration of services and training builds staff capacity to meet the diverse needs of our students. Besides training, staff are also able to receive resources, feedback and participation in individual meets when needed. Newport School District also works in coordination with PDE/PATTAN, CAIU and our local consortium (West Perry, Greenwood

and Susquenita) and recently Juniata County schools to provide services, consultation and training for parents and staff in the areas of LRE, special education and other initiatives. Newport School District met the SPP target for students inside the Regular classroom 80% or more. The district did not meet the SPP standard for inside the regular class less than 40%. Since we are such a small district this is a matter of 3-5 student in the percentages. Newport is also a very transient district with a high degree of rental and low income housing included in its boundaries. As students move into the district, their current IEP is adopted for 30 calendar days. Staff reviews it during that time period and during a schedule IEP team meeting additional opportunities in general education are considered.

Behavior Support Services

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

Newport School District has a policy for Positive Behavioral Supports enabling children with a disability and in need or a behavioral management program to benefit from FAPE within the LRE in accordance with Pennsylvania's Regulations and Standards (Chapter 14/133) and Safe Schools (Chapter 10). It states:

The Newport Board of School Directors believes in the use of positive behavior support. The Board understands the need to enable children with individualized educational programs (IEPs), who need a behavior support program, to benefit from their free appropriate public education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania's regulation and standards (Chapters 14 and 342).

The Board authorizes the Superintendent or designee to establish effective techniques to:

1. Modify the contextual influences of behavior (i.e., setting events and immediate antecedent events).
2. Teach socially appropriate alternative skills.
3. Reduce problem behavior.

Positive side effects (e.g. improved attendance, grade, etc.) will also be monitored along with improvements in student general health/well-being as a result of positive behavior supports. A least to most intrusive hierarchy of strategies will be utilized.

The behavior support plan for a child with an IEP must be designed/implemented in accordance with Pennsylvania Department of Education (PDE) Guidelines for Effective Behavior Support. Specifically, a multi-component approach to: (1) modify contextual influences, (2) teach alternative skills, and (3) to reduce problem behavior is to be documented in the Behavior Improvement Plan. Evaluation procedures must also be present.

Restraints- Sec. 14.133

Physical restraints may only be used as a crisis intervention to control acute aggressive behavior when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, to employees, or others. The use of physical restraints shall be documented to include a description of less restrictive measures and techniques, implemented prior to the use of physical restraint. The use of physical restraint shall cause a meeting of the IEP Team to review the current IEP for appropriateness and effectiveness. The use of physical restraint when implemented as a protective procedure must be documented as a part of a child's crisis management plan in the child's Behavior Support Plan within his/her IEP. When physical restraint is used as written in the child's crisis management plan, the IEP Team shall review the current IEP for appropriateness and effectiveness.

Teachers and staff utilizing physical restraint as a protective procedure shall be certified in crisis intervention strategies.

The use of restraints may not be used as punishments by any staff member or used as a substitute for educational programs.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be included in the IEP only when recommended by a qualified medical professional and agreed upon by the student's parents or legal guardian. Mechanical restraints shall prevent a student from injuring himself/herself or others, or promote normative body positioning and physical functioning.

The Director of Special Education or his/her designee shall notify the parent/guardian as soon as practicable of the use of restraint to control the aggressive behavior of his/her child and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

Whenever the use of restraint to control acute or episodic aggressive or self-injurious behavior can be reasonably anticipated for a particular student, every effort will be made to obtain prior parental consent for such use. Inclusion of such restraints in the IEP of the student, when the parents/guardians have received appropriate prior written notice of that IEP, shall constitute sufficient evidence of parental consent for purposes of this policy. In the event that the need to use restraint cannot be reasonably anticipated for a particular student, or the parents/guardians refuse to provide consent therefore, appropriately trained staff may use such restraint when the student is acting in a manner that constitutes a clear and present danger to him/herself, to other students, or to employees.

Incident Form must be completed by staff involved.

Aversive Techniques

The following aversive techniques of intervening with problem behaviors are considered inappropriate and may not be used by Newport School District personnel:

1. Corporal punishment.

2. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
3. Deprivation of basic human rights, such as withholding meals, water, or fresh air.
4. Treatment of a demeaning manner.
5. Punishment for a manifestation of a student's disability.
6. Noxious substances.
7. Serial suspensions.
8. Electric shock.
9. Methods that have not been outlined in the district's plan.
10. Methods implemented by untrained personnel

The Newport School District:

1. Must obtain parental approval through the IEP process for all procedures identified within the child's individualized Behavior Improvement Plan as a part of the IEP.
2. Assure that it will provide adequate training and support to appropriate personnel in the use of specific procedures, methods, and techniques as outlined in Pennsylvania's Special Education Regulations and Standards (Chapter 14 and 342), and PDE Guidelines for Effective Behavior Support. Training will be updated as appropriate.

Students in need of individual behavior support plans have them incorporated into an IEP. They are based on functional behavioral assessments that include preventative and antecedent strategies in addition to deescalation strategies and crisis planning if needed. These are conducted and updated yearly on a minimal basis until they are no longer needed. They include a variety of research based techniques to develop and maintain skills that will enhance the students' opportunities for learning and self-fulfillment. Training and support are provided to appropriate staff on a yearly basis. This includes but is not limited to specific procedures, methods deescalation strategies and techniques in accordance with PDE Guidelines for Positive Behavior Supports. Newport has adopted the Safe Crisis Management techniques and has recently agreed to get our own on site trainer. Staff are recertified on a yearly basis.

Newport School District is implementing the SAP program at the Middle and High School and CASP program at the Elementary level. The District contracts and collaborates with Newport Counseling Center to provide school based mental health services. Counselors are in the buildings on a regularly scheduled basis servicing students. These services increase LRE by providing necessary services and supports for students with emotional/ behavioral needs within the school day and programming. It is the intention that these services/ supports will deter/ prevent behaviors that interfere with the learning of that and other students. Teachers work collaboratively to support student needs. They frequently participate in professional development opportunities as well as receive resources, feedback and participate in individual meetings with and from PDE/PATTAN, CASSP, Newport Counseling services, Children and Youth, CPARC, Cumberland- Perry Vocational Training Center, CIT, etc. Newport also works in collaboration with the CAIU and local consortium districts (West Perry, Greenwood and Susquenita, and recently Juniata County Schools) to provide training, consultation and services for parents and staff.

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.

If Newport is having difficulty ensuring FAPE for an individual student or a particular disability category, there are set procedures and methods in regard to placement. IEP meetings and, when more information is needed, reevaluations are conducted to determine the supports, services, strengths and needs of the student. The team meets and discusses whether these can be met in the home district in the least restrictive environment. Once the team has determined that all avenues in the home district are exhausted, Newport utilizes services and classes in consortium districts (West Perry, Susquenita, Greenwood and recently Juniata County Schools), services and class placements in the CAIU, private placements as well as outside agency suggestions from Children and Youth, CPMH/IDD, and CASSP.

Successful programs in the Newport School District include a wide variety of learning support services, Life Skills support at all levels, Emotional Support services and classes as well as Newport has worked hard at increasing autism services district wide. With the training already received and the ongoing training planned, Autistic students have been incorporated into the general education classes on a regular basis with little to no disruption to their learning or that of other students. In order to expand our special education services, Newport is expanding its Transition services for all students. This school year we have incorporated a Transition coordinator. This person has worked with all transition age students grades 7-12 with specific learning disabilities and emotional disturbances. Students have opportunities for Vocational training at Cumberland- Perry Vocational training Center, Coop opportunities as well as referrals made to Tech-Bridges and OVR when appropriate. Transition services with the Life Skills students have been maintained by the Life Skills teacher and Supervisor of Special Education. The students have had opportunities for school and community job training as well as recently broadening to Goodwill and CIT work experiences. During the 2014-15 school year a transition coordinator will be added to the learning support staff. This person will work directly with the students age 14 and older completing transition planning as well as coordinating and maintaining cooperative job experiences, CIT and Goodwill jobs and other community opportunities.

The District also coordinates with the Newport Counseling Center and the Student Assistance Program in providing school based mental health services. These services increase LRE as well as provide necessary supports and services with emotional/

behavioral and mental health needs. Information is shared with the families and community for eligibility and referral for these non-educational services. The district and its families struggle to access these services due to the rural nature of the area.

Continued training in the areas of autism, Assistive Technology, Transition services and behaviors will ensure broader services in the students LRE.

Strengths and Highlights

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

The Newport School District has an inclusive setting for all students. The IEP team determines the needs, as well as the supplementary services, adaptations and accommodations, and will make recommendations based on the data/ information provided. We currently have learning support co-teaching occurring in our Kindergarten through 5th grade reading/ Language Arts, math, science and social studies classes at the elementary building. Our co-teaching model continues in the Middle School (Grade 6-8) in the areas of Reading, English, History, Science and some math courses. At the High School level the students can receive co-teaching for History, Science and some math courses. Replacement classes are also offered for English, some math and some History courses either by direct instruction or the use of our Cyber technology supported by the special education staff.

In addition to the inclusive setting for all students, Newport School District also offers Life Skills classes at all levels (Kindergarten through 5th grade in the Elementary building, 6-8 grade in the Middle School and 9-12+ in the High School). In addition to studies in the core academic areas, the students also participate in community based instruction ranging from volunteer jobs in the school buildings to paid jobs in the community. Transition training starts in the Middle School classroom using the JESS program. As students progress through the program additional opportunities become available including but not limited to: classroom and school related jobs, job shadowing, community job shadowing as well as coop's at various district businesses, CIT placements and Goodwill opportunities.

The special education teachers at all levels and disabilities provide remediation for reading and math when needed. Reading remediation may include the use of Journey's reading Program- Intervention resources, Wilson Reading, Edmark, News 2 You online curriculum, Moby Max online reading and math programming, as well as other computer based programs. Math remediation may include Everyday Math remediation, ST Math 6-8 and 9-12, and Study Island.

The Special Education Department meets month during the school year to discuss programs, students, standards/ curriculum, and possible upcoming and needed changes. Since the last Special Education Plan the district has provided provided professional development for all staff in the following areas: Behavior Management, Inclusion, Autism, Accommodations/ Adaptations and Modifications, Assistive Technology, Intensive training for the new Reading program at Kindergarten through Eighth grade, Confidentiality, PA

Core Standards, Transition and Indicator 13, IEP writing, and Wilson Reading. We have recently started training in the area of Assistive Technology and building a core team for the district in this area.

Safe Crisis Management training and Safety Care Behavior Training are provided annually for designated teachers who will be working with teachers in danger of hurting themselves or others. Although we have contracted through the CAIU or other consortium district for this service previously, we will have our own on site trainer for the 2014-15 school year. Parent training have been held through and in conjunction with the consortium districts. Topics have included: Special Education Process, Q&A on Procedural Safeguards, Ask the Coach- ADHD and Life Coach, Autism workshop, Differentiated Instruction, Behavioral strategies training, Autism strategies, Transition to School age programming, Improving Reading Skills, Organization and Homework tips, Adventure Based Education, Transition planning, behavioral contracts, Helpful Websites, Literacy and related services. A variety of speakers, advocates as well Special Education specialists/ coordinators/ supervisors were the presenters in the various training. Training dates and sites are announced at the beginning of the year in each of the consortium districts as well as advertised in district buildings, parent letters sent home and posted on district websites.

All training have been provided by CAIU #15, PATTAN and through the consortium districts (other Perry County schools).

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Approved Private Schools	Full Time Autism Support	1
Yellow Breeches Educational Center	Approved Private Schools	Emotional Support	3
River Rock Academy	Approved Private Schools	Learning support	3
West Perry School District- New Bloomfield Elementary	Neighboring School Districts	Supplemental Emotional Support	1
Susquenita School District- Susquentia Elementary	Neighboring School Districts	Full Time Autism Support	1
Juniata County School/ Tuscarora Junior High School	Neighboring School Districts	Multidisability classroom	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary (BL)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 7	7	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary (LR)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	16	1

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary (KG)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 7	12	0.9
Newport Elementary (KG)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 5	3	0.1

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary (AL)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	10	1

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary (AH)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	17	1

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary (AP)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	17	1

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Newport Elementary (MD)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	6	1
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Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 11	18	1

Justification: Student are seen for Emotional support and behavioral needs. They are seen in small groups or individually. If in small groups they are age appropriate usually limited to 1 grade level.

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary (LF)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 12	39	0.8

Justification: Students are seen for itinerant services individually or in small groups of 2-3 students. Small groups are age appropriate and usually limited to 1 grade level.

Newport Middle (LF)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 13	3	0.1
Newport High School (LF)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 17	4	0.1

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Middle School (KK)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	10	1

Program Position #11*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Middle School (JD)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	18	1

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Middle School (MF)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	9	1

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Middle School (ES)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	8	1

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Middle School (RR)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 13	9	1

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport High School (DB)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	18	1

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport High School (MN)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	18	1

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport High School (KS)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport High School (MA)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	14	1

Justification: Students attend a High School Life Skills program. The eldest student is attending CIT as part of their transition planning and will graduate this year. Parents have signed approval for him to be out of range. The student only attends the High school class on Tuesday and Thursdays until May. At that time the student will attend CIT full time.

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport High School (DH)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	7	1

Program Position #20

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary	An	A building in	Itinerant	Deaf and	7 to 11	3	0.1

School (SY)	Elementary School Building	which General Education programs are operated		Hearing Impaired Support			
Justification: These services are provided individually. At no time is there a discrepancy in the grouping of students							
Newport Middle School (SY)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 13	2	0.2
Newport High School (SY)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.1

Program Position #21*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary School (VS)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 7	2	0.1

Program Position #22*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newport Elementary (AUT)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 11	1	0.1
Newport Middle School (AUT)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 12	1	0.1
Newport High School (AUT)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	15 to 15	1	0.1

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	District Wide	1

Psychologist	District Wide	0.2
Psychologist	District Wide	0.2
Paraprofessionals	District Wide	11
1:1 Paraprofessional	Elementary School	1
1:1 Paraprofessional	High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	2 Days
Audiology	Intermediate Unit	11 Minutes
Physical Therapy	Intermediate Unit	80 Minutes

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

The Newport School District had all three of their schools perform average or above based on the new Pa state performance profile SPP.

The Newport Elementary has been taken off of the school warning NCLB status.

The Newport Middle school recieved recognition for their achievemnet in the area of federal acountabilitydesignation as a high performing title 1 school.

The Newport High School recieved a overall SPP score of 86 percent.

District Concerns

Concern #1:

The High School 2011 PSSA math went from -56.9 to -26.1 in performance growth standard.

The math curriculum was aligned with the Common Core in 2012 at the High Schooland Elementary . Everyday Math (2012 edition) is implemented at the elementary. The High School and Middle school have worked together to compose a curriculum sixth through twelfth grade that is alligned with the state core standards.

The middle school made AYP for three consecutive years from 2009-10 through 2011-12, was identified as a title 1 reward -high progress school 2013

Prioritized Systemic Challenges

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

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

Systemic Challenge #3 (*System #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 #4 (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #5 (*System #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Systemic Challenge #6 (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: CDT testing, PSSA/Keystone testing, Teacher assessments

Specific Targets: State School Performance Profile

Strategies:

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim. (Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact.

(Source:<http://americaspromise.org/~media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx>)

SAS Alignment: Safe and Supportive Schools

Common Assessment within Grade/Subject

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

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Instructional Conversations

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

SAS Alignment: Instruction

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Full Day Kindergarten

Description: One study indicates Full-Day Kindergarten may not enhance achievement in the long term and may actually be detrimental to mathematics performance and non-academic readiness skills; the study indicates that the 5th grade achievement gap between white and black students is related to non-academic readiness skills possessed by students

prior to entering kindergarten. (Source: http://www.rand.org/pubs/monographs/2006/RAND_MG558.pdf)
 Another study indicates that low socioeconomic status minority students who attended full-day kindergarten performed statistically better in math and reading in third grade than did the identified students who attended half-day kindergarten.
<http://opus.ipfw.edu/cgi/viewcontent.cgi?article=1009&context=spe>

SAS Alignment: Instruction

Implementation Steps:

Conduct professional development on language and literacy acquisition.

Description:

Collaboratively create short and long term plans that address professional development in the areas of language and literacy acquisition.

Start Date: 10/18/2014 **End Date:** 10/18/2017

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

Supported Strategies:

- After School Programs
- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Instructional Conversations
- Online Learning Opportunities
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Curriculum Mapping
- Differentiating Instruction

- Full Day Kindergarten

Goal #2: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Using credit recovery, data team meetings, drop out prevention and implementing the RTII process in the yearly years to identify struggling students

Specific Targets: Data dashboards, RTII Documents, graduation rate.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teac>

[her Moderation.pdf and Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.\)](#)

SAS Alignment: Assessment, Instruction

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate.,” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: <http://www.dropoutprevention.org/effective-strategies> and http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf)

SAS Alignment: Safe and Supportive Schools

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Credit Recovery Program

Description: Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion. (Sources: http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.pdf; http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_programs_hs.pdf; and http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Research methods to increase graduation rate.

Description:

Calendar dates with at risk students

Start Date: 8/28/2014 **End Date:** 8/28/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Common Assessment within Grade/Subject
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Online Learning Opportunities
- Credit Recovery Program

Conduct professional development for all staff on teaching diverse learners.

Description:

Annually offer professional development opportunities on the topics of teaching diverse learners.

Start Date: 7/1/2015 **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Dropout Prevention Expansion

Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: District student assessments, Writing portfolios, CDT testing, PSSA/Keystone testing, ST math, Study Island, Learning walks, observations, data

Specific Targets: Data meetings, CDT testing, SPP scores

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Instructional Conversations

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

SAS Alignment: Instruction

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

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

SAS Alignment: Instruction, Materials & Resources

Curriculum Mapping

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

SAS Alignment: Standards, Materials & Resources

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources:

http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and
<http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Apply and implement researched methods to increase Graduation Rates.

Description:

Calendar dates with at risk students

Start Date: 8/28/2014 **End Date:** 8/28/2017

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Conversations
- Online Learning Opportunities
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Curriculum Mapping
- Instructional (Distributed) Leadership Capacity Building