

Delaware Valley SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

236 Route 6 and 209
Milford, PA 18337
(570)296-1800
Superintendent: Dr. John Bell
Director of Special Education: Dr. Maria G. Farrell

Planning Process

During the 2014-2015 school year, the Delaware Valley School District, with representation from all stakeholders, participated in an in-depth self-study in relation to the Comprehensive Plan. This included the review of district needs, goals, action steps, action plans, the Guiding Questions, the district's profile, mission, vision, and shared values. Various meetings were held throughout this time period and up through the current time in order to develop the 2016-2019 Comprehensive Plan, as per the guidelines. In addition, the members of the Comprehensive Plan Committee have continued to assist with necessary revisions to the existing plan, as per the in-depth study, to ensure that the 2016-2019 plan is up to date and reflects the input that was gathered. The Comprehensive Plan Committee will assist in implementing, monitoring, and revising the plan as necessary during its three year span.

Mission Statement

Delaware Valley School District, in partnership with our community, stands committed to maximizing student potential, fostering life-long learning and promoting responsible citizenship.

Vision Statement

Delaware Valley School District - Educating for Life's Journey.

Shared Values

All students should be responsible, be respectful, follow directions, keep hands and feet to themselves, be on time and be ready.

Education is the shared responsibility of the school, the governing authority, the students, the family and the community.

Technological proficiency is essential to students' future success.

All school staff are leaders and innovators in education and are positive role models.

Quality teaching, along with authentic, relevant and challenging activities produces individualized learning that encourages student leadership and critical thinking.

Learning is a continuum that occurs inside and outside the school, encouraging students to become life-long learners who can discover and develop their unique potential.

School, parents and the community work together to prepare students to contribute positively to a democratic society and world community.

Students learn best in a non-violent, drug-free, nurturing environment.

Co-curricular activities complement the academic program, enhance the learning process and prepare the students for life's experiences.

Parents have the responsibility to ensure that their children attend school on a daily basis.

Respect for the natural environment and local history is an important part of our community ethos.

Educational Community

Geographic Location and Community Context

The Delaware Valley School District is located in a rural community of Pike County, a scenic region of northeastern Pennsylvania nestled in the Pocono Mountains and bordered by the Delaware River. The district is approximately 75 miles from Manhattan; railroad and bus service as well as several major highways provide access to the New York metropolitan area. The district, which encompasses five townships and two boroughs, is composed of one high school, two middle schools, three elementary schools and one primary school. These schools are currently located at four sites and serve students from pre-kindergarten through twelfth grade. Tourism and real estate transactions form the primary basis of the local economy; both have suffered during the recent recession and its subsequent sluggish recovery. County, township and borough officials strive to balance economic development with environmental responsibility, both of which have a significant impact on public education.

Other Facilities

All four of Delaware Valley's sites provide playing fields for physical education classes and intramural and/or interscholastic athletic teams. Because the high school serves all students from grades nine through twelve and shares outdoor space with the Delaware Valley Middle, this campus has borne the brunt of the district's rapid growth. In 1997, a sports complex including a lighted stadium field, bleachers, a press box and an all-weather track were added to the rear of the site. In 2000, the district completed a physical education facility housing locker rooms and training equipment for all athletic teams; this building is also located on the Delaware Valley campus. In 2016, a new Delaware Valley Elementary School was built on a new site in Matamoras, PA. Also in 2016, a new high school gymnasium, wrestling room, locker rooms, and pool spectator seating were added to the main campus. During the summer of 2017, the stadium field was renovated with new field turf, thereby creating a durable, low maintenance surface for the district's athletic programs. The new turf provides for more extensive use of this field and frees other fields for practice and physical education classes.

Current Building Projects

Delaware Valley High School

Beginning in June, 2018, additions and renovations to the Career Technical and Education (CTE) Building. The CTE additions and renovations project involves the renovation and additions to the Facility built in 1977, to improve, expand and upgrade current labs. New labs will be State-of-the-Art in terms of space needs and technology. Renovations and Additions to the labs include:

Building Construction Occupations - 2,781 SF Lab plus a 755 SF dedicated classroom.

Automotive Technology - 4,085 SF Lab plus a 667 SF dedicated classroom.

Electrical Occupations – 2,475 SF Lab plus 812 SF dedicated classroom.

Health Occupations – 1,902 SF Lab that includes an Open Class Area and features six (6) Simulated Nursing Units, two (2) Exam Rooms, Hand Washing/Scrub Sink Stations and a Lab Simulation. It also includes a Life Skills Training Bathroom.

Food Management (Culinary Arts) – 2,453 SF Lab that includes individual Teaching Stations and Food Preparation Zones for cooking and baking. The program also includes a 1,595 SF Restaurant.

Early Childhood Education – 1,099 SF Lab that serves as a Daycare Facility. It will have direct access to exterior for parent drop off and to the necessary outdoor play areas. The Suite includes two (2) Classrooms that have direct observation windows and communications systems of the Daycare so students can observe proper care and activities.

Although they are not part of the CTE, the Project also includes renovation of two (2) Science Labs, construction of a New Science Lab, and Engineering Classroom, Wood Shop and Drafting Lab.

The project is expected to be completed in August, 2019.

Summary of Academic Programs, Grouping Patterns, and Scheduling

The primary and elementary grades use a variety of grouping patterns based on student needs. Students study math, reading, language arts, science and social studies daily, with specials such as physical education, art and music provided on a rotating basis. Other special instructional areas include guidance, which promotes social skills and early career awareness, and the Drug Awareness and Resistance Education (DARE) program. Early diagnostic tools and programs include DIBELS, Foundations, STAR Reading, STAR Math, and Scholastic Reading Inventory.

At the secondary level, Delaware Valley operates on a traditional seven-period schedule. In the district's two middle schools, the core subjects of reading, language arts, mathematics, science and social studies are scheduled five days a week for the entire school year, while classes such as health and physical education, family and consumer science, music, art and technology education are rotated each marking period. Students have the option of taking band, chorus and orchestra as a rotating daily class. Sixth grade students, who are housed at the Delaware Valley Middle School and the Dingman Delaware Middle School, are grouped by ability in math, reading, and language arts, heterogeneously in social studies and science. Seventh and eighth grade students are grouped by ability in all core subject areas.

Delaware Valley High School is able to offer a broad range of courses at a variety of levels. As mandated by the Pennsylvania Department of Education, all high school students take four one-year credits of English and social studies and at least three credits of science and math. In addition, all students must complete four credits of electives, two credits of physical education, and two credits of humanities; humanities offerings include courses in world languages, music, art, family and consumer science, and technology education. High school students are grouped by ability in the four core subject areas, which, with the exception of math, offer three levels: concepts, regular and honors. The mathematics department offers a structured hierarchy of courses beginning in sixth grade; inherent in this structure is the potential for mobility as students' math skills progress. In addition to the three basic levels, the high school offers integrated English and social studies courses in grades nine, ten, and eleven. Delaware Valley High School also offers a wide choice of electives, including a total of 23 Advanced Placement courses in English, mathematics, history, science, and the arts as well as classes that teach study skills and provide preparation for standardized tests. Students have the opportunity enroll in the Delaware Valley Cyber Academy as an alternative to outside of the district cyber charter schools and they may also take concurrent enrollment courses in conjunction with Keystone College, Lackawanna College and Luzerne County Community College. The high school offers a comprehensive on-site Career-Technical Education Program, with eight Programs of Study to choose from, as well as a senior Co-op Work Program through the Business Department.

Delaware Valley provides opportunities for gifted students at the elementary, middle, and high school levels. Individualized instruction for ELD students is available throughout the district, with emphasis on literacy skills as well as learning strategies that can be generalized into all content areas.

Special Education placements in the Delaware Valley School District include both resource rooms and inclusion; the district provides programs such as Autistic Support, Life Skills Support, and Learning Support. The district also provides speech and language therapy and employs psychologists and social workers. A behavioral therapist works with students in emotional support classes.

In addition to the credits required for graduation, all students must complete a research project and a project that incorporates technology tools; they must also demonstrate standards-based achievement in the following areas: Reading, Writing, Speaking and Listening; Mathematics; Science and Technology; Environment and Ecology; Civics and Government; Economics, Geography, and History; Arts and Humanities; Career Education and Work; Health, Safety and Physical Education; Family and Consumer Science. All students with individualized education plans complete the graduation requirements as listed in the IEP. For a more detailed description of Delaware Valley's academic programs, please see the district's course description guide. This guide is updated annually and is available to students, parents and the general public on the DVSD web site, in the high school guidance department and in the district office.

The Delaware Valley School District has always been committed to the effective and appropriate use of technology. At every educational level, students, teachers and administrators have available to them the latest in assessment, instruction, and research applications. Classrooms, libraries and computer labs are equipped with interactive whiteboards. All computers have high speed Internet access. A high speed Wide Area Network (WAN) is in place connecting all buildings and campuses. Students and teachers are able to make use of technology in their classrooms, in labs and libraries, in the high school media center, or by utilizing laptop computers, and Chromebooks and iPads from mobile labs. WiFi is available district wide. The district is in the vanguard of schools using technology programs such as online learning, videoconferencing, Internet 2, data mining reporting and warehouse tools, and PowerSchool Parent Portal, a home-to-school communication tool.

In addition to its academic programs, Delaware Valley offers students an impressive variety of co-curricular activities. These include dramatic, artistic and musical performances and festivals, academic clubs and competitions, student government, student journalism, and intramural and interscholastic athletic teams in a wide variety of sports. The district also partners with the Pike County Public Library and the American Readers Theatre to promote literacy through the arts with initiatives such as The Big Read and The Writers Project.

School Climate

Delaware Valley also strives to be a responsible and respected member of the broader local community of which it is a part. As the educational and recreational center of this community, the district operates an extensive year-round adult and community education program and makes its facilities available to local athletic, cultural, civic and charitable organizations as well as to individuals. Throughout the year, staff and student bodies participate in local initiatives to provide food, clothing and financial resources to families and individuals in need. Staff members are encouraged to become involved in civic and charitable organizations, and all members of the local community are welcomed as active participants in the district's mission to promote lifelong learning.

The Delaware Valley School District community includes a sizable population of senior citizens on fixed incomes, and the school district is well attuned to the unique sensibilities of this particular group of taxpayers. Senior citizens are the guests of honor during at least one event at each district school. Veterans are honored each year at a November football game, and the elementary schools host seniors at spelling bees and on Grandparents Days. The district is also extremely sensitive to the needs of families of local servicemen and women. The commitment and sacrifices of these community heroes are acknowledged and celebrated in a way that supports their children in an extended sense of family and community.

Ethnic/Cultural Identity of Students

The ethnic identity of the student body of the Delaware Valley School District is largely white, non-Hispanic; there is some ethnic and cultural diversity, including Native-American, African-American, Hispanic and Asian students.

Synopsis of Student Achievement

Delaware Valley School District students regularly perform significantly above state and/or national averages on standardized assessments such as PSSA, SAT, AP and NOCTI. Delaware Valley graduates have been accepted at many of the country's most selective institutions of higher learning, including Boston University, Johns Hopkins, Lehigh, Duke, Harvard, MIT, the Chicago Art Institute, and all four United States Service Academies.

Current Demographic, Social, Political, or Economic Characteristics of the School and Community

According to its Comprehensive Plan, Pike County could consume its remaining supply of land suitable for development in as few as twenty-five years. There is no space available for significant further expansion on the school district's existing sites. Faced with the prospect of a relatively imminent county build-out, Delaware Valley continues to plan carefully for possible future growth in order to secure land on which to build the facilities necessary to sustain its educational mission.

Cultural, Educational, and Recreational Resources

The main branch of the Pike County Public Library is located in Milford Borough; a satellite branch opened near the Dingman Delaware Schools' complex in 2003. The Columns, the museum of the Pike County Historical Society, houses an extensive collection of Native American artifacts, the Lincoln Flag, the Hiawatha Carriage that once transported visitors to Milford from the railway station in nearby Port Jervis, and memorabilia from Charles Sanders Peirce, the noted American philosopher who was honored posthumously in a symposium at Harvard in 1989. The Schocopee School House Museum, also in Milford, is located in a restored one-room schoolhouse. The Pinchot Institute for Conservation Studies, housed in the beautiful estate of Grey Towers overlooking Milford, conducts workshops, concerts and readings throughout the year.

Milford offers several annual cultural events, including the Milford Music Festival in June, the Black Bear Film Festival in October, and the Winter Lights Festival in January. In addition, several restaurants and cafes provide venues for local musicians to perform throughout the year. Delaware Valley High School students display their musical talent during the Jazz Festival, held each year in April; they also participate in the Milford Music Festival as well as in a variety of regional and state cultural events and competitions throughout the school year.

There are no four-year colleges or universities within the school district's boundaries; however, East Stroudsburg University, Orange County Community College, and Sussex County Community College are within commuting distance. Northampton Community College maintains a satellite campus for Pike and Wayne County residents that offers a selection of credit or personal enrichment classes, as well as online courses, that allow residents to finish a degree close to home. In addition, Lackawanna College's Lake Region Center provides educational opportunities for residents in Pike and Wayne counties. The Pennsylvania Environmental Education Center (PEEC), located in the national park, offers workshops for both students and adults.

Parent and Community Organizations

The Delaware Valley School District enjoys the enthusiastic cooperation of PTA/PTSA organizations in each of its schools, as well as booster clubs that provide financial support for many of the district's athletic and other co-curricular programs. Local businesses, civic organizations, and individuals provide generous support for Delaware Valley students each year in the form of scholarships.

Planning Committee

Name	Role
Dr. Maria Farrell	Administrator : Special Education

James Mitchell	Administrator : Professional Education
Mary Olsen	Administrator : Special Education
Dr. Margaret Schaffer	Administrator : Professional Education
Rocco Faculo	Business Representative : Professional Education
Arlene Quirk	Business Representative : Professional Education
Rose Chiochi	Community Representative : Professional Education
Jeffrey Stocker	Community Representative : Professional Education
Kelly Adams	Ed Specialist - Other : Professional Education Special Education
Jennifer Cosentino	Ed Specialist - School Counselor : Professional Education
Diana Kudrich	Elementary School Teacher - Regular Education : Special Education
Joy Sweller	Elementary School Teacher - Regular Education : Professional Education
Karen Bailor	Elementary School Teacher - Special Education : Professional Education Special Education
Kathy Farley	High School Teacher - Regular Education : Professional Education
Leslie Lordi	High School Teacher - Regular Education : Professional Education
Laura Butler	High School Teacher - Special Education : Special Education
Ashley Spears	High School Teacher - Special Education
Rebecca Bachelder	Middle School Teacher - Regular Education : Professional Education
Rachel Goldstein	Middle School Teacher - Regular Education : Professional Education
Sabrina Santucci	Middle School Teacher - Special Education : Special Education Schoolwide Plan
Stephanie Eby	Parent : Professional Education
Susan Kelly	Parent : Professional Education
Kari Murante	Parent : Special Education
Jennifer Peruso	Parent : Special Education
Mignon Reisky	Parent : Special Education
Sarah Turner	Parent : Special Education
Cheryl Nielsen	Special Education Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Family and Consumer Science and Economics are not taught at the Primary Levels.

Elementary Education-Intermediate Level

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

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

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

Family and Consumer Science and World Languages are not offered at the elementary level.

Middle Level

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

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

There are no PA Academic Standards for World Languages; their curricula are aligned with national Standards.

High School Level

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

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

There are no PA Academic Standards for World Languages; their curricula are aligned with national Standards.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts

- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

*Unchecked answers**None.***High School Level***Checked answers*

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

*Unchecked answers**None.*

Explanation for any standards checked:

Pennsylvania State and Core Standards along with National Standards provide a base from which educators develop curriculum. The district has expanded or improved upon PA Academic Standards in all areas checked, in order to provide differentiated instruction .

Curriculum*Planned Instruction***Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

The Delaware Valley School District employs a three-tiered system of review for all curriculum revisions: curricula are reviewed first by the department chair, then by the building principal(s) and finally by the Director of Curriculum. The curriculum is then presented to the Education Committee for review and submitted to the school board for final approval. Curricula is formally revised on a five-year cycle at minimum, with ongoing minor revisions as necessary and appropriate. Curricula is written and revised by Delaware Valley School District teachers. Teachers are trained in the curricula writing process and utilize the format that the district has adopted. Curricula is written by horizontal and vertical teams of teachers as applicable.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary	Accomplished

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

Processes used to ensure Accomplishment:

The Delaware Valley School District employs a three-tiered system of review for all curriculum revisions: curricula are reviewed first by the department chair, then by the building principal(s) and finally by the Director of Curriculum. The curriculum is then presented to the Education Committee for review and submitted to the school board for final approval. Curricula is formally revised on a five-year cycle at minimum, with ongoing minor revisions as necessary and appropriate. Curricula is written and revised by Delaware Valley School District teachers. Teachers are trained in the curricula writing process and utilize the format that the district has adopted. Curricula is written by horizontal and vertical teams of teachers as applicable.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

The Delaware Valley School District employs a three-tiered system of review for all curriculum revisions: curricula are reviewed first by the department chair, then by the building principal(s) and finally by the Director of Curriculum. The curriculum is then presented to the Education Committee for review and submitted to the school board for final approval. Curricula is formally revised on a five-year cycle at minimum, with ongoing minor revisions as necessary and appropriate. Curricula is written and revised by Delaware Valley School District teachers. Teachers are trained in the curricula writing process and utilize the format that the district has adopted. Curricula is written by horizontal and vertical teams of teachers as applicable.

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

This narrative is empty.

Modification and Accommodations

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

Differentiated instruction for students at all levels, including those students with individualized education plans (IEPs), ensures that all students have access to and the opportunity to master a rigorous standards aligned curriculum.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Not Reviewed

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

PA-ETEP is an on-line tool that allows building administrators to collect data focused on specific areas of concern within the realm of instruction during informal walkthroughs, formal observations and evaluations. Building administrators use these walkthroughs, as well as formal observations and evaluations and weekly lesson plan review, to monitor and improve instruction in all classrooms.

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

Reading Specialists in grades K-5 utilize a push in and pull out model to assist with instruction. Reading Specialists also push into certain reading sections in grade 6, into certain English grade 9 classes and into our Career and Technical Education classes, to assist with reading and language arts instruction. The district has a K-12 math coordinator who also pushes into math classes K-5, as needed, to model instructional strategies and practices. While department chairs provide instructional leadership, they have no role in the evaluation of teachers.

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.	Implemented in 50% or more of district classrooms

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

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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.	Implemented in 50% or more of district classrooms

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

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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.	Implemented in 50% or more of district classrooms

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The district utilizes an online program *Recruit and Hire* that is accessible on the district web site for initial recruitment of applicants. An in-depth screening and interview process is in place that includes building and district level administrators to ensure that each candidate is highly qualified and best suited for the position. This team evaluates each prospective employee to determine the best candidate for all students, including those students who are below proficiency or are at risk of not graduating. In addition, the administration

reaches out to colleges and universities throughout the northeast region for new recruits as well as informing these establishments of new and upcoming job openings. As a result of these procedures, all teachers in the district are highly qualified and best suited to teach their assigned students.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material

changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	W	T	N	D	P	Other
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	A	D	A T	A	S W	
Arts and Humanities	X	X		X	X	X
Career Education and Work		X		X	X	X
Civics and Government		X	X	X	X	X
PA Core Standards: English Language Arts		X	X	X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X			X	X
PA Core Standards: Mathematics		X		X		X
Economics		X	X	X	X	X
Environment and Ecology		X	X	X	X	X
Family and Consumer Sciences					X	X X X
Geography						X X X X
Health, Safety and Physical Education					X	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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA, PASA		X	X	X
Reading Series End -of-Year Assessments	X	X	X	
End-of-Course Exams			X	X
Keystone Exams			X	X
SAT Exams				X
Scientific Experiments	X	X	X	X
Performances, Projects and Demonstrations	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Writing Benchmarks	X	X	X	X
End-of-Unit Assessments	X	X	X	X
Scholastic Reading Inventory	X	X	X	X
Star Math	X	X	X	
STAR Reading	X	X	X	
Study Island Reading, Science and Math Assessments	X	X	X	X

DIBELS	X	X		
Rerading Series Benchmarks	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Formal and Informal Writing Assignments	X	X	X	X
Progress Monitoring Benchmark Assessments	X	X	X	X
Exit Tickets	X	X	X	
Fitness Assessments	X	X	X	
Performances and Demonstrations	X	X	X	X
Fresh Reads	X	X	X	
Classroom Discussions including Socratic Seminars			X	X
Textbook Assessments	X	X	X	
Scientific Experiments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Star Reading		X	X	X
Star Math	X	X	X	X
DIBELS	X	X		
QRI	X	X		
IRI	X	X	X	
KWL and Other Pre-Reading Activities	X	X	X	
Running Records	X			
Fresh Reads	X	X		
Reading Series Baseline and Weekly Assessments	X	X	X	
Other Textbook Assessments	X	X	X	X
Pre-Writing Activities	X	X	X	X
Woodcock Johnson	X	X	X	X

Validation of Implemented Assessments

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

Teacher Peer Review				
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Provide brief explanation of your process for reviewing assessments.

Assessment data is reviewed by teachers, department chairs, and by district and building level administrators at regularly scheduled grade level, building level, department level, at Professional Learning Communities and district level meetings.

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.

Valid and reliable benchmark assessments in reading, math and science have been developed by textbook companies and by Study Island; these are administered strategically several times a year to provide baseline data and to differentiate instruction.

Collection and Dissemination

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

Teams of district and building level administrators use Emetric, PVAAS, and DRC reports to analyze student achievement data. A variety of assessment data has been stored in Schoolnet. Schoolnet is available to teachers and administrators through Power School and Power Teacher. Professional development has been and will continue to be provided for data interpretation and analysis in order align instruction to meet the needs of all students. A variety of reports are available to be viewed, printed and reviewed by teachers and administrators after each benchmark assessment. In addition, common assessments by department will be imported and utilized by instructional teams to adjust instruction and curriculum as needed. PSSA, Keystone Exams, STAR , Dibels and Scholastic Reading Inventory data are also available in Schoolnet

Data Informed Instruction

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

Assessment data is used to schedule students appropriately for remediation and to assist classroom teachers in monitoring individual student progress and providing targeted remediation within the classroom. For students receiving Special Education services, data is used to drive goal development.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Schoolnet allows teachers to analyze individual student progress by anchor and skill. Teachers use this data by working individually and in collaborative teams to select and develop instructional strategies to provide targeted remediation. Data meetings take place on a monthly basis throughout the school year. In addition, Professional Learning Communities in each building by grade level and/or discipline meet regularly to discuss and review data and its impact on curriculum and instruction and adaptations are made accordingly.

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

Assessment anchors are not available for the primary school grades.

Distribution of Summative Assessment Results

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

Student Handbook	X	X	X	X
Power School Student Management System	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district is proactive in disseminating summative assessment data to the public.

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

The tool would not allow selection of Press Releases. There are currently no Course Selection Guides at the primary or intermediate elementary levels because there are no electives at those levels; students are placed in all classes based on achievement data and teacher recommendation.

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.

Continued growth in student achievement will be demonstrated by monitoring data in the following areas: proficiency on standardized tests, participation and success in AP classes, increased achievement on SAT tests, participation in co-curricular activities, acceptance and enrollment at post-secondary institutions

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X

Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

Parents and/or teachers may request that a child be evaluated for gifted programs. Once a request is made, the student is screened by the guidance counselor using a brief intelligence test. If results indicate an IQ of 125 or higher, the student is referred to the school psychologist for evaluation using a standardized intelligence test. Results above 125, along with multiple criteria such as the Gifted Rating Scale, exceptional grades, Advanced PSSA / Keystone scores, and teacher input are used to determine gifted eligibility.

At the elementary and middle school level, the gifted program consists of a pull-out program where students take part in activities that are often project-based, and take into consideration the interests and areas of giftedness of the students in the group. Students in grades K to 2 receive an hour to 90 minutes per week, students in grades 3-5 receive two hours per week, and students in grades 6 through 8 receive two to three periods per week. In addition, based on students' Gifted Individualized Education Plans, classroom teachers differentiate instruction and provide extensions to the curriculum for advanced and gifted learners.

At the high school, students have the opportunity to take part in advanced level classes, including 27 Advanced Placement courses and dual enrollment courses that the district offers for college credit. Depending on a student's gifted specially designed instruction, classroom teachers provide differentiated instruction and extensions to the curriculum.

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

Students are referred to the instructional support team/child study team by either a parent or teacher. The process begins with students being evaluated using the KBIT (Kaufman Brief Intelligence Test). These results are reviewed by the team and then referred to the school psychologist for intelligence testing. As appropriate a GIEP is developed and specially designed instruction is developed by the team and implemented in accordance with the individual needs of the child.

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

Multiple criteria are used to determine student eligibility for a gifted IEP. Teacher and parent recommendations are used as well as assessment results from the intelligence screener (KBIT) and formal evaluation using the intelligence testing. All of these components are used in determining appropriate SDI and IEP goals.

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

Lessons and topic of instruction are developed collaboratively with the students. STEM, literature, problem solving, real world research are incorporated into the gifted lessons. Students also have the opportunity to self-direct their learning.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X		
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	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				
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Classroom teachers and building administrators are part of IEP meetings that involve special education teachers, students, parents, and if appropriate, members of outside agencies. These meetings serve to communicate student needs and monitor student progress as well as to modify or adapt curriculum to maximize student success. Every teacher differentiates instruction within the classroom to meet varying levels of student ability, including those based on the specially designed instruction section in IEPs as well as the need for enrichment and remediation with non-IEP students. In addition, there is collaboration with outside agencies to provide support in areas such as behavioral, mental health and medical needs.

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

Our school district continues to work with the Recognizing Excellence in Early Childhood Education (REECHE) and community LEARN team. This group is comprised of child care and preschool teachers and program directors, early interventionist program director, pre-service Career Technology Education students, school district building and central office administrators. Also, regional OCDEL advisors attend meetings either remotely or in person on a routine basis. We meet several times per year to discuss transition to school programs, early intervention services, parent programming, and community outreach. Together, we have developed a transition to school flip-book which is distributed throughout our community. It provides key dates, phone numbers and contact information for students and families. Also, this summer a group of these individuals attended the Governor's Institute for transition to school. This group has brought back a draft plan they have developed and now our community based team is working on developing a plan for implementation. We hold kindergarten and new student orientation programs in August prior to the start of the school year and also offer school tours and other outreach events through the PTA. These efforts include coordination of services for latchkey services (before and after school).

Our Career Technology Education (CTE) program works directly with the community advisory group. The CTE Advisory group provides input into our programs of study, helps with planning and designing new or expanding existing programs. Over the past few years surveys and community analysis have been completed by the state CTE board and an outside consultant has joined our advisory group. This research has been part of an

ongoing study to determine our community employment needs. The employment needs of our community is a critical component of determining the direction of our CTE program along with state requirements regarding high priority occupations in our area. The workforce development board is a critical part of our analysis for program design, expansion, and facility enhancement. The long range planning for upgrade and expansion of our entire CTE program and facilities is an integral part of our district plan. The data from our site-based and community research has been incorporated into our CTE expansion planning.

Our school district provides summer school programs for students in grades 6-12 for course remediation. A camp program of enrichment, social, and physical skill development is offered through our Adult and Community Education program for students in grades K-5. In addition, a 6-8 grade science enrichment program is held during the summer. Tutoring is offered for all students in grades 1-12 for explicit remediation of skills or course content throughout the school year. This tutoring is available to all students. Parents/guardians and/or or teachers may request or recommend student participation in tutoring at any time throughout the school year.

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 early intervention services offered throughout the Delaware Valley School District are coordinated by the Center for Developmental Disabilities of Pike County (CDD). This organization has been granted the MAWA through the Colonial Intermediate Unit 20 and the Delaware Valley School District. CDD offers services for children birth through age 4. They provide speech/language, cognitive, physical, occupational therapy as well as educational services. Family services are also coordinated through a family services coordinator.

The school district works directly with CDD to coordinate transition services for students enrolling into kindergarten. The transition program begins with parent meetings 7-8

months prior to the start of the school year. A team of school professionals meets with the therapeutic team from CDD and each child’s parents. During these preliminary meetings, families are able to share the developmental milestones and challenges for their child. The school psychologist, guidance counselor, nurse, speech/language pathologist, principal and director of Special Education all meet with the families to learn about the strengths and needs of each child individually and also provide an overview of the evaluation process. After completing the evaluation process, the team reconvenes to review assessment results. If the evaluation results indicate that a school-based program is necessary, the team will meet one more time prior to the start of the school year. During that meeting, student IEPs are developed and the parents are able to meet their child’s case manager and key school team members.

Our school district operates three preschool classes, two on the Dingman-Delaware campus and one at the Delaware Valley campus. In addition, we partner with the Center for Developmental Disabilities to provide Pre K Counts preschool. These programs offer PreK Counts preschool services to income eligible families. The preschool program at Delaware Valley has operated for over 20 years and is now a Program of Study in DVHS Career and Technical Education. The Early Childhood Education Program of Study teachers work in collaboration with local agencies and key school personnel to engage families and children as they begin their formal education program and transition into a PreK-12 education.

Our LEARN and REECHE team work collaboratively and they continuously plan for students transitioning from home, all preschools, play groups, and child care centers. This team meets regularly to review the needs of the children and of our community and we try to improve and advance our transition services across all constituencies.

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	Accomplished

resources available	
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The district school board has a standing Education Committee. Public Education Committee meetings are held periodically over the course of the school year as needed and are open to board members, teachers, administrators, parents, and community members. The district has an assessment plan that is reviewed annually. Teachers have developed scope and sequence, pacing guides and common assessments; they meet regularly to improve horizontal and vertical alignment. Best Practice instructional activities and strategies are available on the district website and in public files. Assessment data is housed and accessible in Schoolnet, a web-based tool.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The district school board has a standing Education Committee. Public Education Committee meetings are held periodically over the course of the school year as needed and are open to board members, teachers, administrators, parents, and community members. The district has an assessment plan that is reviewed annually. Teachers have developed scope and sequence, pacing guides and common assessments; they meet regularly to improve horizontal and vertical alignment. Best Practice instructional activities and strategies are available on the district website and in public files. Assessment data is housed and accessible in Schoolnet, a web-based tool.

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 district school board has a standing Education Committee. Public Education Committee meetings are held periodically over the course of the school year as needed and are open to board members, teachers, administrators, parents, and community members. The district has an assessment plan that is reviewed annually. Teachers have developed scope and sequence, pacing guides and common assessments; they meet regularly to improve horizontal and vertical alignment. Best Practice instructional activities and strategies are available on the district website and in public files. Assessment data is housed and accessible in Schoolnet, a web-based tool.

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 district school board has a standing Education Committee. Public Education Committee meetings are held periodically over the course of the school year as needed and are open to board members, teachers, administrators, parents, and community members. The district has an assessment plan that is reviewed annually. Teachers have developed scope and sequence, pacing guides and common assessments; they meet regularly to improve horizontal and vertical alignment. Best Practice instructional activities and strategies are available on the district website and in public files. Assessment data is housed and accessible in Schoolnet, a web-based tool.

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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA 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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA 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	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA 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
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA 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
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

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

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

Professional development in alignment with these selected characteristics is offered and encouraged for all teachers and administrators. The district provides in-service programs throughout the school year. In addition, we will be holding a day of in-service after the school year ends in June and an additional day in August before the school year begins. Teachers and administrators are encouraged to attend training sessions at PaTTAN, at the IU, etc. that focus on these characteristics. Summer workshops are also provided for administrators both on and off campus.

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

N/A

Professional Development

Delaware Valley SD Professional Development

Title:	Delaware Valley Professional Development Opportunities Examples
Description	Professional Learning Communities Mental Health First Aid Leader in Me (Elementary and Middle Level) Text-Dependent Analysis Orton-Gillingham Content specific trainings for professionala and support staff Crisis prevention and Intervention Specific behavior management strategies School Safety New Teacher Induction Program and new staff orientation Substitute teacher training

	Annually professional and support staff feedback is utilized to develop the professional development plan. In addition, professional staff may attend conferences or workshops specific to their discipline.
Person Responsible	Dr. Margaret Schaffer
Start Date:	7/1/2020
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	3
# of Sessions:	4
# of Participants Per Session:	10
Provider:	Delaware Valley School District
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	Professional sessions have the option to earn Act 48 credits. These have a minimum requirement of 3 hours.
Research & Best Practices Base:	<p>All of the programs have embeded best practices. We utilize student and teacher data to design professional development opportunites aligned with long-term and short-term district goals.</p> <p>Annual data is collected each June and the administrative team, along with association leadership helps to determine appropriate professional development for the coming year. This is also aligned to specific session feedback and employee surveys. Parent trainings are also offered based on survey data.</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and

	community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Online-Synchronous • Professional Learning Communities • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists • Parents
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1)

	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/3/2015 The Delaware Valley School District has instituted training through the University of Pittsburgh's School of Social Work and the Pennsylvania Child Welfare Resource Center Mandated Reporter Training. Each employee must complete this 3 hour online training prior to December, 2015. On-going training is available for all employees through this on-line module-based training. All new employees must complete this training during their first 60 days of employment. All employees must provide a copy of their course

completion certificate.
The LEA plans to conduct the required training on approximately:
8/1/2016 Ongoing online
8/1/2017 Ongoing online
8/1/2018 Ongoing online

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

Questions
The LEA has conducted the training on:
9/1/2017 On going, and as needed every five year. On-going training is available for all employees through this on-line module-based training. All new employees must complete this training during their first 60 days of employment. All employees must provide a copy of their course completion certificate.
The LEA plans to conduct the training on approximately:
6/21/2016 Youth suicide awareness and prevention training will begin during the spring, 2016. All staff members working with students in grades 6-12 are required to attend the training prior to June, 2020. Training will be provided through a 4 hour on-line PDE approved module (if one is developed) or as an on-site training during the June mandatory in-service day for all current employees. Supplemental training opportunities will be available for all new employees each June or through an on-line module. Training will be tracked and will continue on a five year cycle to ensure that all employees working with students grades 6-12 maintain current youth suicide awareness and prevention course certification.
6/21/2016 Ongoing
6/21/2017 Ongoing

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

Questions
The LEA has conducted the training on:
6/21/2016 On going, and as needed every five year. On-going training is available for all employees through this on-line module-based training. All new employees must complete this training during their first 60 days of employment. All employees must provide a copy of their course completion certificate.
The LEA plans to conduct the training on approximately:
9/2/2019 On going, and as needed every five year. On-going training is available for all employees through this on-line module-based training. All new employees must complete this training during their first 60 days of employment. All employees must provide a copy of their course completion certificate.

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

The district conducts a needs assessment for teachers and administrators, in addition, at the end of each professional development session participants complete evaluations and provide recommendations for improving future sessions and additional topics for professional development. Student achievement data is utilized to identify instructional needs and provide focused professional development opportunities to meet these needs. Providers are required to submit proposals, including a detailed outline containing objectives and goals, and to provide references which are checked by the district. Professional development is ongoing throughout the school year and during the summer.

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

Due to the distance between campuses and to the demands of other administrative obligations, building administrators are not always able to participate fully in all professional development sessions that are held during the school day and/or school year.

Induction Program

Checked answers

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

Unchecked answers

None.

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

The district has a highly structured induction plan that is implemented with fidelity. The plan includes participation and input by teachers, mentors, principals and district office administrators.

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

N/A

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by 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).
- Student Keystone data.
- WiDA ACCESS data.

Unchecked answers

None.

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

The district has a highly structured plan that is implemented with fidelity. The plan includes participation and input of teachers, mentors, principals and district office administrators.

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

N/A

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

The district has a highly structured plan that is implemented with fidelity. The plan includes participation and input of teachers, mentors, principals and district office administrators.

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

N/A

Induction Program Timeline

Topics	A	O	D	F	A	Jun-Jul																
	u	c	e	e	p	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	S	N	J	M	M	e	o	a	a	a												
	p	v	n	r	y																	
Code of Professional Practice and Conduct for Educators	X		X																			
Assessments	X		X		X																	
Best Instructional Practices	X	X	X	X	X																	
Safe and Supportive Schools	X		X			X																
Standards			X		X	X	X	X														
Curriculum					X	X	X	X	X	X												
Instruction						X		X	X	X	X											
Accommodations and Adaptations for diverse learners									X			X		X								
Data informed decision making										X		X	X	X	X							
Materials and Resources for Instruction											X	X	X	X	X							

If necessary, provide further explanation.

Each inductee is assigned a mentor who works with the teacher throughout the year as needed on the topics listed along with providing assistance on additional topics as requested by the inductee. In addition, various targeted instructional workshops are provided during New Teacher Orientation Week, prior to the start of school.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New teachers and their mentors are asked to fill out a survey evaluation tool that provides feedback to building principals and district administrators on the value of the Induction Program.

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **819**

Identification Method

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

The Delaware Valley School District primarily uses the Ability - Achievement Discrepancy Model as the method for identifying students with specific learning disabilities. Aspects of

the Response to Instruction and Intervention Model are considered when determining special education eligibility, including adequate or insufficient academic progress in early intervening programs. The district continues to expand our range of early intervening programs and supports to address at-risk learners.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

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

According to the 2017-18 Special Education Data Report, there were four enrollment categories for which the district was disproportionate from the state:

- For students with Autism, the district had 2.4% less students than the state average.
- For students with Emotional Disturbance, the district had 4.1% less students than the state average.
- For students with Intellectual Disabilities, the district had 0.8% less students than the state average.
- For students with Specific Learning Disabilities, the district had 8.4% more students than the state average.

In each case, the numbers were consistent with the population the district has seen over the years. For students with learning disabilities, if a comorbid condition exists, the district typically identified the specific learning disability as the primary disability and Other Health Impairment as the secondary disability. This has resulted in a higher percentage of students identified with SLDs and slightly lower number (though not disproportional) percentage of those with OHIs. During this time period, the district had a slightly lower percentage (16.6%) of students in Special Education as compared to the state average (16.9%). However, Special Education enrollment has increased over the last several years and we are seeing the greatest growth in our low incidence populations.

For the sake of comparison, over the last six years, we have had a 7.3% increase in our total Special Education population and an 11.6% decrease in the overall population of the district. While there has been a mere 4% increase in the number of students who receive Learning Support services, there has been an 18% increase in students in Emotional Support, 30% increase in students in Multiple Disabilities Support, and a 100% increase in students in Autistic Support.

As a result, we have added classes and staff to accommodate this growing need.

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?

There are no children's institutions located within the Delaware Valley School District boundaries.

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).

The district works with a School Probation Officer who acts as a liaison between the court system and the schools. This person is responsible for meeting with students who are on probation to monitor grades, attendance, and disciplinary referrals.

When a student is adjudicated, the Principal receives Notification of Placement from the Pike County Probation Office. This letter is forwarded to the Special Education office. The Director of Student Services contacts the facility to ensure Evaluation Reports and Individualized Education Plans have been received, and a free, appropriate, public education is made available to the student.

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.

Every student educated at Delaware Valley is included for at least a part of the school day, including our most cognitively and physically impaired children. The vast majority of students are included for most or all of the school day as determined by the IEP team. This has always been our practice.

Based on on-going progress monitoring, IEP teams meet to discuss appropriate placement of students, and specifically why a student cannot be included with typical peers if that is the team's decision. In addition, the IEP teams use the LRE Decision Flow Chart when determining appropriate placement for students to ensure to the maximum extent appropriate, children with disabilities are educated with non-disabled children. The district continues to strike a balance between providing appropriate supports for students and including children to the greatest extent possible.

When a student is placed outside the district, the Director of Student Services or Supervisor of Special Education takes part in the IEP meeting to ensure the student is educated in the least restrictive environment in which his/her needs can be met. Currently, nine students are placed outside the district. These placement decisions were made based on the specific needs of the students and the type of programs necessary for each child to receive a free, appropriate education.

The district has replicated numerous evidence-based programs and initiatives:

- Currently the district runs four Autistic Support classes, three of which were previously supported by the PA Autism Initiative and achieved Model Status. For three years now, the district has partnered with Step-By-Step to run a Specialized Autism Support Program in three of our schools and anticipate their support in our high school class beginning in the 2019-20 school year.
- The district's resource room classes have been aligned to the general education curriculum and state standards to the greatest extent possible;
- The Educational Consultant heads the Behavior Support Team which conducts Functional Behavioral Assessments and writes Positive Behavior Support Plans for those students with behavioral needs;
- The district has had numerous teachers in the Social Studies, Science, English, CTE and Special Education departments trained in Reading Apprenticeship.
- The district continues to utilize strategies and programs from the Dyslexia Early Identification and Intervention Grant that focus on multi-sensory literacy instruction.
- Over the last several years, Read 180 has been added as a general education intervention for those students in 6th through 10th grade.
- LETRS training has been offered to all teachers in grades K-5.

- New curriculum in Elementary ELA and math were adopted that contain both interventions and extensions to support all learners.

Behavior Support Services

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

Four years ago, district elementary staff underwent training in The Leader In Me. The positive approach of this program ensures students are taught expected behaviors to be successful citizens. Students are rewarded when they succeed and corrected when they make mistakes, always under the the overarching ideal that Leadership means doing what is right, even when no one is watching. The Leader in Me addresses the whole child with an emphasis on fostering a strong intrinsic motivation to make good choices. The common language helps children learn to take responsibility for their actions, make more positive choices, and to work on all areas of their lives, not just behavior. Staff members proactively teach and reinforce expectations.

The district's two middle schools are in year one of The Leader in Me.

In addition to the school-wide supports offered by The Leader in Me, the district also employs a certified Non-Violent Physical Crisis Intervention trainer. Staff who work in programs that provide services to students with social and emotional challenges are trained in deescalation techniques and safe, restraint procedures in the event a student is in danger of hurting themselves or others.

The Delaware Valley School Districts' Policy 113.2 addresses Behavior Support – Students with Disabilities based on guidelines set forth in §14.133. The policy supports the use of positive rather than negative measures to be used as the basis of behavior support programs. Specifically, behavior support will:

- Ensure students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques, and specifies the procedures to be followed if restraint is necessary and what aversive techniques are deemed inappropriate; and will,
- Include a variety of research-based techniques to develop and maintain skills to enhance student learning and self-fulfillment.

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.

Delaware Valley School District offers a full continuum of services for students receiving special education. One challenge however has been providing appropriate services for children with mental health needs. In order to address this concern, the district has initiated or expanded several programs and supports:

- Within the last two years, the district added an additional social worker and school psychologist;
- For over ten years, the district has contracted with our Intermediate Unit to provide a full-time counselor for our emotional support students;
- The district has partnered with Friendship House to run an out-patient clinic on all three campuses within the Delaware Valley School District. This program will be expanded next year to include clinics in all seven schools;
- The district has applied for a grant with Friendship House and Moses Taylor Hospital that will fully or partially fund a social worker for our elementary schools for the 2019-20 school year;
- The district continues to utilize our Intermediate Unit's Resolve program for those students who require Partial Hospitalization Programs;
- We continue to collaborate with Pike County Mental Health / Disabilities Services and support from Therapeutic Staff Support and Behavioral Specialist Consultants, however Pike County agencies have struggled to maintain adequate staff. The district is exploring moving toward a Community and School-Based Behavioral Health Team approach through Friendship House.
- The School Wellness Policy has been revised to include the social / emotional well-being of a child as a part of our definition of "wellness" as we move toward initiatives to educate the "whole child."
- Certified staff from our Intermediate Unit provided Trauma Informed Care training to counselors, social workers, and special educators in the fall of 2018 and will conduct a follow-up training in the spring of 2019.
- The district received a grant from New York Life for a Grief Sensitive Schools initiative.

When the district has had a difficult time providing FAPE to a student, the local Children and Adolscence Service Systems Program (CASSP) Coordinator is contacted to set up a meeting with the appropriate agencies to identify the needs of the student and discuss options first within the school district and county, and only then outside the immediate area.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Scranton School for Deaf and Hard of Hearing Children	Approved Private Schools	Deaf / Hard of Hearing Support	1
HMS School for Children with Cerebral Palsy	Approved Private Schools	Multiple Disabilities Support	1
Colonial Academy	Special Education Centers	Emotional Support	1
Colonial Academy	Special Education Centers	Autistic Support	1
Stroudsburg High School	Neighboring School Districts	Emotional Support PHP	2
JT Lambert Intermediate School	Neighboring School Districts	Emotional Support	2
Pleasant Valley High School	Neighboring School Districts	Therapeutic Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	14	1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	18	1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	19	1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	19	1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM SEGMENTS

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

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	19	1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	16	1
Locations:				
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	19	1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM SEGMENTS

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

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 29, 2016***PROGRAM SEGMENTS**

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

Program Position #14 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

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

Program Position #15 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	3	0.3
Justification: .				
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	7	0.7
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator: School District*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	16	1
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	14	1
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 29, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	14	1
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	11	0.75
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	6	0.25
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position*

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	10	1
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	14 to 20	7	1
Justification: Students' IEPs reflect the age range beyond four years.				
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	15	1
Locations:				
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	1
Locations:				
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	14	1
Locations:				
Dingman Delaware	A Middle School	A building in which General Education		

Middle School	Building	programs are operated		
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Program Position #25*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	14	1
Locations:				
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	16	1
Locations:				
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 27, 2018**Explain any unchecked boxes for facilities questions: N/A***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	14	1
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 29, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	6	1
Locations:				

Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #29*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	17	1
Locations:				
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	18	1
Justification: Although the caseload age range exceeds three years, the age range within all classes does not exceed three years.				
Locations:				
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	17	1
Locations:				
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	9	1
Locations:				

Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #33*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	19	1
Locations:				
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	19	1
Locations:				
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	20	1
Justification: Although the caseload age range exceeds three years, the age range within all classes does not exceed three years.				
Locations:				
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 10	6	0.6
Justification: Although the age range for this classroom exceeds three years, the IEP teams have determined				

this is the appropriate placement. This is noted in students' IEPs.				
Locations:				
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	5	0.4
Locations:				
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	6 to 11	6	1
Justification: Although the age range for this class exceeds three years, the IEP teams have determined this is the appropriate placement. This is noted in students' IEPs.				
Locations:				
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	17	1
Locations:				
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	10	1
Locations:				
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	6	1
Locations:				
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	14	1
Locations:				
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	13	1
Locations:				
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	15	1
Locations:				
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #45*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	13	1
Locations:				
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	6	1
Locations:				
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	29	0.8
Justification: This is a Speech caseload. Although the age range exceeds three years, students are placed in groups that do not exceed the age range.				
Locations:				
Shohola Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	6	0.2
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	39	1
Locations:				
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	38	1
Justification: This is a Speech caseload. Although the age range exceeds three years, students are placed in groups that do not exceed the age range.				
Locations:				
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	34	0.8
Locations:				
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	20	0.2
Justification: .				
Locations:				
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	18	0.4
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	14 to 20	24	0.6
Justification: This is a Speech caseload. Although the age range exceeds four years, students are placed in groups that do not exceed the age range.				
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	7	0.5
Locations:				
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

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

Program Position #54 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	3	0.5
Locations:				
Dingman Delaware Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	3	0.5

Locations:				
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

Explain any unchecked boxes for facilities questions: NA

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.5
Locations:				
Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 20	2	0.1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 14	3	0.1
Locations:				
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.1
Locations:				

Delaware Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.1
Locations:				
Delaware Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.1
Locations:				
Dingman Delaware Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 12	1	0.1
Locations:				
Dingman Delaware Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.1
Locations:				
Delaware Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	9	1
Locations:				
Dingman Delaware Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

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

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	All buildings	4
Director of Student Services	All buildings	1
Educational Consultant	All buildings	1
Secretary to Supervisor	All buildings	1
Medical Assistance Secretary	All buildings	1
Transition Coordinator	Delaware Valley High School	1
Instructional Assistants	All buildings	52.5
Personal Care Assistants	Shohola Elementary, Delaware Valley High School, Delaware Valley Middle	6.5
Supervisor of Special Education	All buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	22 Hours
Licensed Social Worker	Intermediate Unit	37.5 Hours
Autism Consultant	Outside Contractor	2 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

No district school is currently in the position that would require a school level improvement plan.

District Accomplishments

Accomplishment #1:

Increase in the number of AP course offerings.

Accomplishment #2:

Increase in enrollment in AP classes.

Accomplishment #3:

Improved student achievement on AP exams, including the number of AP scholars.

Accomplishment #4:

Steady improvement in SAT scores.

Accomplishment #5:

Several new Programs of Study (POS) were added to the Career and Technical Education Program at the Delaware Valley High School, which now offers a total of eight programs.

Accomplishment #6:

Delaware Valley High School is identified as one of America's best high schools by the Washington Post and it is ranked number 14 in Pennsylvania.

Accomplishment #7:

Project Lead the Way (Pre-Engineering) curricula is in place for grades 7-12.

Accomplishment #8:

DVSD achieved recognition as one of Best Communities for Music by the National Association of Music Merchants Foundation (NAMM) 2013-2014, 2014-2015.

District Concerns

Concern #1:

PSSA and Keystone Exams require an increase in student achievement and performance so that by 2019 every school in the district will have a School Performance Profile (SPP) score of 85% or higher.

Concern #2:

PVAAS data shows students failing below predicted levels of achievement. An annual increase of 10% of students district wide from 2016-2019 will meet or exceed their PVAAS predicted level of performance.

Concern #3:

PA Core Standards require a higher level of instruction and learning. Targeted professional development will be provided.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

PSSA and Keystone Exams require an increase in student achievement and performance so that by 2019 every school in the district will have a School Performance Profile (SPP) score of 85% or higher.

PVAAS data shows students failing below predicted levels of achievement. An annual increase of 10% of students district wide from 2016-2019 will meet or exceed their PVAAS predicted level of performance.

PA Core Standards require a higher level of instruction and learning. Targeted professional development will be provided.

Systemic Challenge #2 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

PSSA and Keystone Exams require an increase in student achievement and performance so that by 2019 every school in the district will have a School Performance Profile (SPP) score of 85% or higher.

PVAAS data shows students failing below predicted levels of achievement. An annual increase of 10% of students district wide from 2016-2019 will meet or exceed their PVAAS predicted level of performance.

PA Core Standards require a higher level of instruction and learning. Targeted professional development will be provided.

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

Aligned Concerns:

PSSA and Keystone Exams require an increase in student achievement and performance so that by 2019 every school in the district will have a School Performance Profile (SPP) score of 85% or higher.

PVAAS data shows students failing below predicted levels of achievement. An annual increase of 10% of students district wide from 2016-2019 will meet or exceed their PVAAS predicted level of performance.

PA Core Standards require a higher level of instruction and learning. Targeted professional development will be provided.

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Interim

Data Source: DIBELS

Specific Targets: Meeting or exceeding projected growth benchmarks

Type: Annual

Data Source: STAR Reading

Specific Targets: One year growth/50 percentile or above

Type: Interim

Data Source: CDT

Specific Targets: Students' areas of need/skill deficit will decrease from the initial assessment to the mid-year assessment and students will reach grade level or beyond by the end of year assessment.

Type: Annual

Data Source: PSSA

Specific Targets: District meeting or exceeding annual state targets for proficiency

Type: Annual

Data Source: Scholastic Reading Inventory

Specific Targets: Achieve Lexile score at or above grade level by the end of the school year

Strategies:

Providing Professional Development and Training

Description:

Teachers will be provided with substantial ongoing professional development. Data will drive targeted professional development workshops provided by the school district throughout the school year related to topics that will assist teachers in improving their instruction for all students.

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

Utilizing Data to Diagnose Student Needs

Description:

Using multiple sources of assessment data to determine the need for intervention. Various assessments will be used to assess students PreK-12 to provide baseline data and to determine instructional and achievement levels for each child. Multiple sources of data will be used to identify individual student strengths and weaknesses. Interventions will be put in place accordingly.

SAS Alignment: Assessment, Instruction

Providing Ongoing Progress Monitoring

Description:

Using progress monitoring data to improve instructional decision making. Ongoing progress monitoring allows the team to determine the level of

intervention and assessment required for each child. Students requiring remedial instruction will be progress monitored on a more routine basis (weekly, or bi-weekly) depending on their progress and level of intervention. A more in depth assessment plan or intervention plan may be implemented as needed.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Establish an Assessment Plan

Description:

The Leadership Team will develop a K-12 assessment plan to be reviewed and revised annually. The Assessment Plan will be implemented, assessments will be administered, and data will be analyzed.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Utilizing Data to Diagnose Student Needs
- Providing Ongoing Progress Monitoring

Gather Assessment Data

Description:

Schoolnet will be used as the data warehouse and management tool. Assessment data will be imported into and/or available in Schoolnet for staff access through PowerSchool and/or PowerTeacher.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Utilizing Data to Diagnose Student Needs

- Providing Ongoing Progress Monitoring

Preschool and Kindergarten Readiness Assessments

Description:

Utilizing data to inform instruction. Preschool and kindergarten readiness assessments will be conducted each spring prior to student enrollment in school.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Utilizing Data to Diagnose Student Needs

Train Building Administrators and Teachers in Data Analysis and its Impact on Instruction

Description:

Administrators and teachers will be trained on utilizing Schoolnet to view and analyze assessment data, on how to adapt instructional practices accordingly and they will be trained on how to utilize interventions that have been put in place based on data analysis. Teacher adaptation of classroom instructional practices based on data analysis to meet the needs of all learners and increased student achievement regarding standards mastery and improved PSSA and Keystone Exam scores will evidence implementation.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Providing Professional Development and Training
- Utilizing Data to Diagnose Student Needs

Professional Development in the use and Integration of the Classroom Diagnostic Tool

Description:

Multiple sessions of professional development pertaining to the administration and interpretation of the CDT, an on-line computer adaptive test, will be provided to 3-5 grade teachers of mathematics, English Language Arts and science. Teacher periodic utilization of the CDT to identify at risk students and the teacher's adaptation of instruction and utilization of instructional resources and interventions accordingly.

Start Date: 8/30/2016 **End Date:** 6/25/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Providing Professional Development and Training
- Utilizing Data to Diagnose Student Needs
- Providing Ongoing Progress Monitoring

Projected Growth Benchmarks

Description:

Students not meeting projected growth benchmarks will be referred to either the instructional support team (IST), student assistance program (SAP) or multidisciplinary team for more in depth data collection. These multidisciplinary teams consist of the child's parent/guardian, a building administrator, classroom teachers and specialists (speech language pathologists, reading specialists, school psychologists, guidance counselors). Together this team develops a more in depth assessment plan or intervention plan. This plan may include the collection of response to intervention data, formal and informal assessments, observations, and psychological and/or educational testing.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Utilizing Data to Diagnose Student Needs
- Providing Ongoing Progress Monitoring

Use of Multidisciplinary Teams

Description:

Multidisciplinary teams will be utilized consisting of the child's parent/guardian, a building administrator, classroom teachers and specialists (speech language pathologists, reading specialists, school psychologists, guidance counselors). Together this team will develop a more in depth assessment plan or intervention plan. This plan may include the collection of response to intervention data, formal and informal assessments, observations, and psychological and/or educational testing.

Tier I, II, and III data will be collected and stored in Schoolnet, a data warehousing system, throughout each school year and will be analyzed and evaluated by the school educational team. Ongoing progress monitoring will occur allowing the team to determine the level of intervention and assessment required for each child.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Utilizing Data to Diagnose Student Needs
- Providing Ongoing Progress Monitoring

Teaching Diverse Learners

Description:

Professional development will be offered regarding the teaching of diverse learners in an inclusive general education classroom setting, including English Language Learners, gifted students, students with IEPs and students who are culturally diverse. Attendance at professional development sessions and modifications made in the classroom by the teacher to meet each student's needs as evidenced by principal walk throughs, during observations, in weekly lesson plans and by student mastery of standards as evidenced on various classroom and standardized assessments.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Providing Professional Development and Training
- Utilizing Data to Diagnose Student Needs
- Providing Ongoing Progress Monitoring

Improving Language and Literacy Acquisition

Description:

Provide expert ongoing professional development sessions on improving language and literacy acquisition in young and diverse learners based on data analysis. Attendance at sessions and utilization of programs and strategies in the classroom, students reading on grade level by third grade.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Providing Professional Development and Training
- Utilizing Data to Diagnose Student Needs
- Providing Ongoing Progress Monitoring

Provide Professional Development in Targeted Remediation for Reading Specialists and Teachers .

Description:

There will be scheduled professional development sessions on reading strategies and on the various interventions that are used in the district.

Start Date: 7/1/2016 **End Date:** 6/28/2019

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

Supported Strategies:

- Providing Professional Development and Training
- Utilizing Data to Diagnose Student Needs

Provide Targeted Remediation in Reading for all Identified Students.

Description:

All identified students receiving appropriate support via differentiated instruction and/or tutoring.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Special Education

Supported Strategies:

- Utilizing Data to Diagnose Student Needs
- Providing Ongoing Progress Monitoring

Provide Targeted Remediation in Math for all Identified Students.

Description:

All identified students receiving appropriate support via differentiated instruction and/or tutoring.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Special Education

Supported Strategies:

- Utilizing Data to Diagnose Student Needs
- Providing Ongoing Progress Monitoring

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

Indicators of Effectiveness:

Type: Interim

Data Source: Feedback from Professional Development Sessions

Specific Targets: Completion of evaluation forms by attendees with positive feedback regarding application of content, usefulness, knowledge level of presenter, meeting the needs and expectations of the attendees

Type: Interim

Data Source: Attendance at Sessions

Specific Targets: Registration counts for sessions, specific types of attendees at particular sessions

Type: Interim

Data Source: Classroom Walk Throughs, Observations and Weekly Lesson Plans

Specific Targets: Implementation of session knowledge, practices and/or strategies, and materials and resources in the classroom as observed by principals

Strategies:***Making Data a Part of an Effective Professional Development Program*****Description:**

Procedures will be developed that describe how to gather representation from all constituents regarding professional development needs, including how to effectively collect, analyze and utilize data to inform decisions. Results will be utilized to create and/or schedule appropriate workshops.

SAS Alignment: Instruction

Delivering Substantial Professional Development

Description:

Protocols will be established in the development of a substantial professional development program. A professional development program will be created and scheduled and sessions will be attended by staff members. Registration will occur through an online calendar on the district web site.

SAS Alignment: Instruction

Implementation Steps:

Establishing Professional Development

Description:

The current Professional Development Committee will develop and disseminate an online survey annually to all faculty and building principals regarding professional development needs. The data will be compiled and analyzed by the committee and shared with the Cabinet (leadership team). This will occur on an annual basis. The Professional Development Committee along with the Cabinet will create the Professional Development Program accordingly.

Start Date: 8/26/2016 **End Date:** 6/24/2019

Program Area(s): Professional Education

Supported Strategies:

- Making Data a Part of an Effective Professional Development Program
- Delivering Substantial Professional Development

Scheduling of Professional Development

Description:

Ongoing professional development based on teacher and principal survey results, classroom walk throughs/observations and standardized test results, will be offered throughout the school year after school, during a day in June after the school year ends and on a day in August prior to the start of school. This schedule will occur annually.

Start Date: 7/1/2016 **End Date:** 6/24/2019

Program Area(s): Professional Education

Supported Strategies:

- Making Data a Part of an Effective Professional Development Program
- Delivering Substantial Professional Development

Ensuring Appropriate Training to Meet Needs

Description:

Any/all professional development sessions that a teacher requests to attend must be in alignment with the teacher's teaching responsibilities and area of certification, approved by the building principal and by the administrator(s) in charge of professional development oversight.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Making Data a Part of an Effective Professional Development Program
- Delivering Substantial Professional Development

Enabling Expert Professional Development

Description:

In order to ensure fidelity, professional presenter will be utilized; for example professional consultants, in-house experts, and Intermediate Unit 20 and PaTTAN trainers who are knowledgeable a particular topic/area of need. Staff will be in attendance at the sessions and will implement strategies in their classrooms as evidence by data collected via principal walk throughs, observations, teacher weekly lesson plans and through increased student achievement on classroom and standardized assessments.

Start Date: 7/1/2016 **End Date:** 6/28/2019

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

Supported Strategies:

- Making Data a Part of an Effective Professional Development Program
- Delivering Substantial Professional Development

Offering Targeted Sessions

Description:

Targeted and substantial professional development sessions, as determined by the Professional Development Committee and the Cabinet (Leadership Team), will be offered and posted on the district web site calendar for registration. Attendance at the sessions, positive feedback on evaluation forms completed by the participants and evidence of application of knowledge as noted by principals in classroom walk throughs, during observations and in weekly lesson plans.

Start Date: 8/26/2016 **End Date:** 6/24/2019

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

Supported Strategies:

- Making Data a Part of an Effective Professional Development Program
- Delivering Substantial Professional Development

Goal #3: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

Specific Targets: District meeting or exceeding annual state targets for proficiency

Type: Annual

Data Source: Keystone Exams and Performance Based Assessments

Specific Targets: District meeting or exceeding state targets for growth and state graduation requirements

Type: Annual

Data Source: Teacher-developed common end-of-course exams

Specific Targets: 85% of students will receive a passing grade on the exams. Data analysis of exam results and adjustment of instructional practices accordingly, as per principal walk throughs, observations and teacher lesson plans.

Type: Interim

Data Source: Textbook end-of-unit exams

Specific Targets: 85% of students will receive a passing grade on the exams. Data analysis of exam results and adjustment of instructional practices accordingly, as per principal walk throughs, observations and teacher lesson plans.

Type: Interim

Data Source: CDT

Specific Targets: Data analysis of exam results showing weaknesses and strengths and the adjustment of instructional practices and resources/materials accordingly, as per principal walk throughs, observations and teacher lesson plans. Growth from one administration of the CDT to the next.

Type: Interim

Data Source: Walk throughs, observations, weekly lesson plans

Specific Targets: Principals will see evidence of a variety of instructional practices and materials/resources to meet the needs of all students based on data analysis.

Type: Interim

Data Source: Study Island Benchmarks

Specific Targets: 50% growth from fall administration to winter administration.

Strategies:

Providing Professional Development and Training

Description:

Teachers will be provided with substantial ongoing professional development. Data will drive targeted professional development workshops provided by the school district throughout the school year related to topics that will assist teachers in improving their instruction for all students.

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

Common Assessment within Grade/Subject

Description:

Using common assessments to inform teacher practice regarding student achievement. The district will have common assessments in place by 2019 in all grades in English Language Arts, mathematics, social studies and science, to monitor student's progress towards achieving the standards.

SAS Alignment: Standards, Assessment

Utilizing Professional Learning Communities (PLC)

Description:

"The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools....Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture. Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement becomes the routine work of everyone in the school."

(Source: <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>)

Professional Learning Committees will be maintained in each school. Professional employees in collaboration with their building administrators will develop their PLCs based upon employee experience, content area, grade level, course assignments, or specific pedagogical practice. PLC teams will meet frequently, but at least weekly. One role of the PLCs will be to develop collegiality, mentorship, and to promote reflection on professional practice, including working together to develop common assessments, to analyze data and to discuss strategies regarding the use of data to adapt and adjust instruction to meet all students' needs.

SAS Alignment: Standards, Assessment, Instruction

Integrating Technology in the Classroom

Description:

Education Technology has a positive effect on student achievement. Technology based programs will be integrated and utilized in the classroom.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Train Building Administrators and Teachers in Data Analysis and its Impact on Instruction

Description:

Administrators and teachers will be trained on utilizing Schoolnet to view and analyze assessment data, on how to adapt instructional practices accordingly and they will be trained on how to utilize interventions that have been put in place based on data analysis. Teacher adaptation of classroom instructional practices based on data analysis to meet the needs of all learners and increased student achievement regarding standards mastery and improved PSSA and Keystone Exam scores will evidence implementation.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Providing Professional Development and Training
- Utilizing Professional Learning Communities (PLC)

English/Language Arts, Reading, Math, Science, and Social Studies Teachers in Grades 6-12 will Work Collaboratively to Align Curricula and Develop and/or Utilize Standards-Aligned Common Assessments

Description:

Standards aligned common assessments will be developed by, and/ or utilized by, all teachers. Data will be used to make informed instructional decisions regarding differentiating instruction and providing interventions and additional support as needed, as reflected in teacher weekly lesson plans, classroom observations and walk throughs.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Utilizing Professional Learning Communities (PLC)

Elementary Teachers will Administer Textbook-Based Assessments in English/Language Arts (ELA) and Mathematics

Description:

Common assessments will be available for elementary mathematics and ELA teachers. Weekly, unit and benchmark assessments will be administered in mathematics and ELA to all students.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Utilizing Professional Learning Communities (PLC)

English/Language Arts, Reading, Math, Science, and Social Studies Teachers will use Assessment Data from a Variety of Sources to Make Informed Decisions and Implement Differentiated Instruction

Description:

Through the administration of assessments, according to the district assessment plan, teachers will utilize Schoolnet to view assessment data and adapt instruction accordingly, as evidenced in teacher lesson plans, formal classroom observations, walk throughs, and data analysis at grade level and subject area meetings.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Providing Professional Development and Training
- Utilizing Professional Learning Communities (PLC)

How to Administer and Utilize the Data from CDTs

Description:

Teachers will learn how to use the CDT at professional development workshops offered on campus. Evidence will be teacher administration of the assessment, interpretation of data and adaptation of instruction and/or instructional practices and materials accordingly, as noted by principals in classroom walk throughs and in teacher weekly lesson plans.

Start Date: 8/28/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Providing Professional Development and Training
- Utilizing Professional Learning Communities (PLC)

Assessment Using Digital Devices

Description:

Online assessments will be implemented. The CDT and Study Island will be used for assessment in math, ELA and science.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Utilizing Professional Learning Communities (PLC)

Secure Appropriate Technology Hardware

Description:

Technology will be budgeted for and purchased to support technology integration.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Educational Technology

Supported Strategies:

- Integrating Technology in the Classroom

Training in the Integration of Technology

Description:

Effective professional development for teachers in the integration of technology into instruction will be provided. Professional development sessions will be held and teachers will be in attendance. Teachers will utilize technology in their classroom to support learning. Technology will be utilized for taking online assessments such as the CDTs and Study Island Benchmarks, and for specific programs such as Read 180, Fastmath, My Access, Reading Eggs and textbook related online tools and resources.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Providing Professional Development and Training
- Integrating Technology in the Classroom

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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

Affirmed by John O'Leary on 9/20/2019

Board President

Affirmed by John Bell on 9/20/2019

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by John O'Leary on 4/30/2019

Board President

Affirmed by John Bell on 4/30/2019

Superintendent/Chief Executive Officer