



## **District Level Comprehensive Plan**

07/01/2016 - 06/30/2019

# District Profile

## Demographics

39 Thomas Free Dr  
Kintnersville, PA 18930  
(610)847-5131  
Superintendent: Bridget O'Connell  
Director of Special Education: Eric Gladfelter

## Planning Process

### COMPREHENSIVE PLANNING TIMELINE

1. Recruitment of new Steering Team Members (October 2014)
2. Steering Team meets to examine mission/vision/beliefs, receive updates on action team progress, establish timeline for review/revision of plan (November 4, 2014)
3. Steering Team meets to finalize mission/vision/beliefs and develop surveys to be administered to students, parents, faculty and staff members, and community (February 5, 2015)
4. Administer surveys (March-April, 2015)
5. Comprehensive Plan chairpersons organize data in preparation for Steering Team review (May, 2015)
6. Steering Team meets to review data and make recommendations for "buckets" and goals (June 4, 2015)
7. Action Plan Team leaders identified by Superintendent and Comprehensive Plan chairpersons, action team members recruited (July-August, 2015)
8. Action Plan Teams meet and develop action plans, district leaders partially complete online tool (August-Sept, 2015)
9. Steering Team meets to review action plans (Early October, 2015)
10. Action Plans entered into online Comprehensive Planning tool (Early October, 2015)
11. Comprehensive plan presented to Education Programs and Services Committee (October 14, 2015)
12. Comprehensive Plan posted on district website for review (October 15, 2015)
13. Comprehensive Plan approved by Board of School Directors (November 18, 2015)
14. Comprehensive Plan submitted to PDE on or before this date (November 30, 2015)
15. Begin plan implementation (July, 2016)

## Mission Statement

**Inspired to lead. Prepared to succeed.**

## Vision Statement

Palisades School District is a community of learners. Working collaboratively, we will provide a safe, enriching environment wherein all students can achieve college and career readiness and demonstrate leadership.

Our detailed vision includes the following core competencies that we seek to develop in all learners:

- Collaboration
- Communication skills
- Intellectual curiosity and creativity
- Leadership skills
- Independent problem solving and perseverance
- Cultural understanding
- Self-awareness and self-evaluation
- Respect for self and others
- Appreciation of diversity
- Civic and global engagement
- Responsible citizenship
- Learning safely and responsibly using technology

## Shared Values

### Our Beliefs

- Students learn best when they are actively engaged in meaningful work.
- Teaching students to think critically and creatively, and to take risks while solving problems is essential.
- All students can learn, but in different ways and at different rates.

- All students deserve the opportunity to develop individual talents and abilities.
- Students benefit from being appropriately challenged and motivated to excel.
- Educational progress requires ongoing evaluation through a variety of assessments.
- We value and respect people in their diversity.
- The primary responsibility for learning rests with the student, supported by the home, family, community, and school.
- Learning occurs everywhere, is a lifelong process, and requires goal-setting, hard work, persistence, resilience, and discipline.
- A well-trained staff is essential to student success.
- Students benefit most when educators engage parents and community members by recognizing their important contributions and providing them with support and resources.
- We are committed to supporting students' social, emotional, and physical wellness, in addition to academics.
- Access to instructional technology is essential to develop 21st century learners

## **Educational Community**

Palisades School District serves a rural community of five townships in northern Bucks County, encompassing an area of 100 square miles, ten miles north of Doylestown, Pennsylvania, which is the county seat. Although Palisades is rural in nature, its economy is not agricultural. Most residents work outside the district in New York, New Jersey, Allentown, Quakertown, and Doylestown. Our proximity to neighboring cities permits field trips to museums, theatre productions, and businesses. Students and their families have easy access to Philadelphia, New York City, and Washington, D.C.

In addition, recreational activities such as hunting, fishing, camping, skiing, and participation in the many school and community sports programs provide many options and opportunities for the youth and families in our community. All of these experiences not only offer a wide range of choice and involvement, but also add to the diversity of the community in which we live.

As for academics, the Palisades School District has high aspirations for all of its students. Our students achieve high levels of academic success as evidenced by student performance on various local, state, and national measures. In pursuit of excellence, collaboration is the key to our success. Parents and families hold their children's education in high regard. Working together as a community, we strive to help our students be the best they can be. We are fortunate to have the

support of our parent volunteer groups and other community organizations. Day in and day out, our commitment to students is clear. We abide by our mission statement in all daily decisions that are made to strengthen this commitment.

### Planning Committee

| Name              | Role  |
|-------------------|---|
| Joanne Allen      | Community Representative  |
| Rick Balukas      | Community Representative  |
| Karen Bedics      | Community Representative  |
| James Beerer      | Community Representative  |
| Marie Collie      | Building Principal  |
| Scott Davis       | Building Principal  |
| John Debczak      | Community Representative  |
| Andrea Farina     | Building Principal : Special Education                                    |
| Joel Filling      | Ed. Specialist - Instructional Technology :<br>Professional Education     |
| Emily French      | Parent  |
| Chris Garr        | Elementary School Teacher - Regular Education :<br>Professional Education |
| Allison Geller    | Student   |
| Kathy Gentner     | Parent  |
| Eric Gladfelter   | Special Education Director/Specialist : Special<br>Education              |
| Amy Glascott      | Ed. Specialist - School Psychologist : Special<br>Education               |
| Dennis Gluck      | Middle School Teacher - Regular Education                                 |
| Kirsten Godiksen  | Elementary School Teacher - Special Education :<br>Special Education      |
| James Hallowell   | Board Member  |
| Carol Harder      | High School Teacher - Regular Education                                   |
| Richard Heffernan | Building Principal  |
| Donna Holmes      | Administrator   |
| Kate Kieres       | Administrator : Professional Education                                    |
| Debi Kingsbury    | Elementary School Teacher - Regular Education :<br>Professional Education |
| Steve Kunkel      | Board Member  |
| Janet Link        | Administrator : Professional Education                                    |

|                     |  |
|---------------------|--|
| Dale Marino         | Community Representative   |
| Karen McDermott     | Elementary School Teacher - Regular Education                          |
| Robert Musantry     | Board Member   |
| Bridget O'Connell   | Administrator  |
| Jeffrey Opp         | Middle School Teacher - Special Education : Special Education          |
| Cathleen Plesnarski | Administrator  |
| Nancy Pontier       | Ed Specialist - School Counselor : Professional Education              |
| Trisha Przyuski     | Elementary School Teacher - Regular Education : Special Education      |
| Kate Rabi           | Elementary School Teacher - Regular Education                          |
| Laura Rathgeb       | Ed Specialist - Other : Special Education                              |
| Sue Reed            | Elementary School Teacher - Regular Education : Professional Education |
| Anna Robinson       | Student  |
| Diana Santoro       | Parent : Special Education   |
| Karl Scheibenhofner | Administrator  |
| Jeanne Smith        | High School Teacher - Special Education : Professional Education       |
| Richard Spering     | Administrator  |
| Erin Tolson         | High School Teacher - Special Education : Special Education            |

# Core Foundations

## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

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

*This narrative is empty.*

### Middle Level

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



|  |            |              |
|--|------------|--------------|
| Science and Technology and Engineering Education   | Developing | Accomplished |
| Alternate Academic Content Standards for Math      | Developing | Accomplished |
| Alternate Academic Content Standards for Reading   | Developing | Accomplished |
| American School Counselor Association for Students | Developing | Accomplished |
| English Language Proficiency                       | Developing | Accomplished |
| Interpersonal Skills                               | Developing | Accomplished |
| School Climate                                     | Developing | Accomplished |
| World Language                                     | Developing | Accomplished |

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

*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

## *Adaptations*

### **Elementary Education-Primary Level**

*No standards have been identified for this content area.*

### **Elementary Education-Intermediate Level**

*No standards have been identified for this content area.*

### **Middle Level**

*No standards have been identified for this content area.*

### **High School Level**

*No standards have been identified for this content area.*

Explanation for any standards checked:

We have not developed, expanded or improved the existing Pennsylvania academic standards in specific content areas.

## **Curriculum**

### *Planned Instruction*

#### **Elementary Education-Primary Level**

| <b>Curriculum Characteristics</b>  | <b>Status</b> |
|--|---------------|
| 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:

Planned courses that include standards, objectives, assessments (measurements of mastery of the course objectives), materials, instructional methods and other essential information exist and are followed for every course we offer.

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:

Planned courses that include standards, objectives, assessments (measurements of mastery of the course objectives), materials, instructional methods and other essential information exist and are followed for every course we offer.

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

*This narrative is empty.*

### Middle Level

| Curriculum Characteristics   | Status       |
|--|--------------|
| Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area. | 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:

Planned courses that include standards, objectives, assessments (measurements of mastery of the course objectives), materials, instructional methods and other essential information exist and are followed for every course we offer.

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:

Planned courses that include standards, objectives, assessments (measurements of mastery of the course objectives), materials, instructional methods and other essential information exist and are followed for every course we offer.

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.

Unit and lesson plans within each course include formative assessments. There is a stated expectation in Palisades that formative assessment data is used to differentiate learning for all students in the classroom - this differentiation includes appropriate modification and accommodations intended to help all students meet course standards. Our K-12 focus in special education is on inclusion with appropriate supports. Students may be supported by an instructional assistant in the classroom. Teachers may also use modified materials and/or activities to help scaffold learning experiences and assist students in meeting the standards. For students with the most intense needs, who receive core instruction in a separate setting, the official modified standards issued by PDE are used in IEP development and daily instruction.

## Instruction

### Instructional Strategies

- Formal classroom observations focused on instruction

- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

#### **Regular Lesson Plan Review**

- Building Supervisors

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

All teachers are observed and evaluated according to the Palisades School District Supervision and Evaluation Plan. All of our building administrators are required to conduct frequent teacher observations to ensure instructional quality in all buildings. Those teachers in the "clinical" mode (required every three years) are formally observed at least twice during the school year. This observation cycle is based on the Danielson Framework and includes a pre-observation conference, formal observation, post-observation conference, and follow-up observation. Conferences also include a review of teachers' lesson plans. Some teachers are working in a differentiated mode of supervision and participating in one of several activities including: leadership/mentorship, peer coaching, action research, study group, and others. Those teachers are monitored through periodic meetings and regular walkthrough observations. Observation evidence is collected and used to compile a comprehensive end-of-year evaluation for each teacher. We formally implemented the new PDE-approved system with all teachers beginning in the 2013-2014 school year as required by law.

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

The only strategy listed above that we are not currently using is instructional coaching. Although we recognize this strategy as one that is research-based and effective, and though we have used it on a limited basis in the past, we do not have the financial resources to implement it at this time.

### ***Responsiveness to Student Needs***

#### **Elementary Education-Primary Level**

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

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

*This narrative is empty.*

**Elementary Education-Intermediate Level**

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

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

*This narrative is empty.*

**Middle Level**

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

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

*This narrative is empty.*

**High School Level**

| <b>Instructional Practices</b>   | <b>Status</b>                                     |
|--|---|
| 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. | Full Implementation                               |

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.

We are very fortunate that Palisades is considered an attractive district in which to work. This is the result of district culture, teacher compensation and the location of the district. For each instructional opening, we receive hundreds of applications and are able to be very selective in our hiring practices. All of our teachers are highly qualified (this is a minimum standard), have strong academic backgrounds and strong previous experience or student teaching performance. We expect all teachers to be enthusiastic about and skilled in teaching students of all ability levels, and assign strong and experienced teachers to work with students who are below proficiency or at risk of not graduating.

### **Assessments**

#### **Local Graduation Requirements**

| <b>Course Completion</b>   | <b>SY 16/17</b> | <b>SY 17/18</b> | <b>SY 18/19</b> |
|--|-----------------|-----------------|-----------------|
| Total Courses  | 26.50           | 26.50           | 26.50           |
| English  | 4.00            | 4.00            | 4.00            |
| Mathematics  | 4.00            | 4.00            | 4.00            |
| Social Studies   | 4.00            | 4.00            | 4.00            |
| Science  | 4.00            | 4.00            | 4.00            |
| Physical Education   | 3.00            | 3.00            | 3.00            |
| Health   | 1.00            | 1.00            | 1.00            |
| Music, Art, Family & Consumer Sciences, Career and Technical Education |                 |                 |                 |
| Electives  | 6.50            | 6.50            | 6.50            |
| Minimum % Grade Required for Credit (Numerical Answer)                 | 70.00           | 70.00           | 70.00           |

### *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:

- 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.

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

| <b>Summative Assessments</b>  | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| StoryTown (ELA Program) Theme Assessments, Middle-of-Year Assessments, and End-of-Year Assessments                | X          | X          |           |           |
| Teacher-Developed Tests and Final Examinations  |            |            | X         | X         |
| Scholastic Aptitude Test (SAT) and Advanced Placement (AP) Examinations (for students opting to take these exams) |            |            |           | X         |



### Benchmark Assessments

| Benchmark Assessments                               | EEP | EEI | ML | HS |
|---|-----|-----|----|----|
| Preliminary SAT (PSAT) - All 10th Grade Students    |     |     |    | X  |
| Teacher-Developed Common Benchmark Assessments      |     |     | X  |    |
| Tools provided in ELA through the StoryTown program | X   | X   |    |    |
| Teacher-Developed, Common Fluency & Accuracy Probes | X   | X   |    |    |

### Formative Assessments

| Formative Assessments  | EEP | EEI | ML | HS |
|--|-----|-----|----|----|
| Teacher-developed formative assessment tools   | X   | X   | X  | X  |
| Tools provided in ELA through the StoryTown program and in mathematics through the Everyday Math program | X   | X   |    |    |

### Diagnostic Assessments

| Diagnostic Assessments  | EEP | EEI | ML | HS |
|---|-----|-----|----|----|
| Developmental Reading Assessment (DRA)                        | X   | X   |    |    |
| NWEA Measures of Academic Progress (MAP) Tests in Reading     | X   | X   | X  | X  |
| NWEA Measures of Academic Progress (MAP) Tests in Mathematics | X   | X   | X  |    |

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Teachers at the elementary level work collaboratively to develop and implement all assessments. All summative assessments are common across classrooms at any grade level and are extensively reviewed by teacher teams, department chairpersons, building principals and the Assistant Superintendent.

Many of the assessments delivered at the middle school and high school are common across classrooms and developed collaboratively. As part of the supervision and evaluation process, the building principal examines teacher-developed assessments for alignment to standards and course objectives.

Final course examinations at the middle and high school are developed collaboratively, reviewed extensively at the department and building level and also reviewed by the Assistant Superintendent.

### *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.

We do not administer local assessments that are independently and objectively validated.

### *Collection and Dissemination*

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

We have both district-wide and building-level systems for collecting, analyzing and disseminating assessment data to necessary staff. At the district level, we use LinkIt, an online student data warehouse, that is accessible to all staff and that contains common assessments such as PSSA, MAP and Keystones, as well as all elementary common assessments. This tool is utilized: at the district level to examine student performance overall; at the building level by the principal to monitor student progress; and at the teacher level to plan effective instruction. Each of our buildings completes the PDE Getting Results Plans voluntarily each year, since our school improvement status does not require us to do so. These plans are developed, implemented and monitored by a data team in each building. Specific buildings keep databases on their local drives that contain other assessment (formative, diagnostic and benchmark) data that is tracked closely, especially for those students who have been identified as in need of targeted, enhanced support.

### *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.

Information from assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher in the following ways:

Flexible grouping and differentiated instruction in the classroom (all levels)

- Small group remediation/intervention in reading and/or mathematics (elementary level)
- Online and in-person math intervention and support during "Math Facts" period using the TenMarks program (middle level)
- In-person remediation in all subjects during resource time (middle level)
- Before, during and after school extra help sessions (middle level and high school level)
- "Meet the Standards Club" - an after-school program designed to help students who are not meeting reading or math standards in order to help them reach proficiency on the PSSA test (middle level)
- Significant supplemental instruction/intervention for students scoring below proficiency on
- Keystone exams in biology, algebra and English literature (high school level)

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

Assessment results are reported to us by NWEA/MAP and PDE and include both overall scores *and* sub-scores by assessment anchor and/or learning objective. This information is uploaded into LinkIt for use in planning by building data teams and by individual teachers to plan instruction. This information is also included in IEPs and data team reports so that individual teachers and teams of teachers can modify instruction in ways that are specific and likely to increase student mastery. Teacher course, unit and lesson plans specify learning objectives, standards, and/or eligible content to be addressed. Through analysis of formative assessment data and using differentiated instruction, teachers constantly modify and/or adapt instruction in the classroom to increase student mastery at both the individual and group level.

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

All strategies were selected.

### *Distribution of Summative Assessment Results*

| <b>Distribution Methods</b>                               | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| Course Planning Guides                                    |            |            |           |           |
| 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   |            |            |           |           |
| Student Handbook  |            |            |           |           |

Provide brief explanation of the process for incorporating selected strategies.

The Palisades School District employs a full-time Director of Community Relations and Development, who coordinates the dissemination of district information to the press and the community. She publishes weekly newsletters, generates press releases, communicates with local press outlets, and oversees the implementation of our call-out system and website. Our Assistant Superintendent compiles district data reports each fall and presents the information contained therein to the Board Educational Programs and Services Committee at a public meeting and then again to the full school board at another public meeting in October. She then posts this information on the district's website, including links to PDE and AYP websites. The Superintendent and Director of Community Relations attend meetings of local community organizations, such as township supervisors and the Lions Club to share what is happening in the district. These presentations include student performance data highlights. At parent night events, through newsletters and their individual websites, building principals share assessment data and goals with parents of students in their buildings and other members of the public. Individual student performance data is shared at individual student progress meetings, including IEP/GIEP meetings.

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

Course planning guides are approved by the school board once every five years and are not revised to include student data, though the five-year curriculum review process does include significant analysis of student performance data. School calendars and student handbooks include procedural and policy information, as well as information about standardized assessments but do not include

performance data. We do not intend to incorporate such data into our school calendars and student handbooks, largely because they are printed each summer prior to the state's release of recent summative assessment data.

## 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.

Palisades School District has no schools identified as a struggling school, and as of the close of the 2014-2015 school year all five schools were deemed to have a School Performance Profile Score of 80 or higher. However, the district is constantly focused upon improving student achievement through the use of building data teams to identify individual students needing additional support to reach standards, as well as looking for trends which may require more systemic changes. Each year, every building in the district convenes a team to analyze data and set goals. They then complete a building-level plan using the Getting Results Framework. Professional development focuses upon improving teacher skills and learning strategies to increase engaged learning time for students.

### *Programs, Strategies and Actions*

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

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

1. Placement of School Resource Officers - Palisades has not needed school resource officers in our buildings. Local and State Police are responsive to law enforcement needs, as requested. Palisades does provide the Pennsylvania State Police with an office area in our high school in our efforts to provide the district with a police presence.
2. School-wide Positive Behavioral Programs - Palisades elementary schools have put in place "school-wide" programs. At the secondary level, positive behavioral supports are built into individual building protocols.

### *Identifying and Programming for Gifted Students*

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

The Palisades School District utilizes multiple criteria to determine student eligibility for gifted support services. Students may be found eligible if they are found to have very superior cognitive functioning, or if they exhibit a combination of superior cognitive functioning and exceptional academic achievement, based upon specific criteria and professional judgment. The following guidelines assist building teams to determine eligibility in accordance with state and district criteria.

#### **Students may be referred for consideration through these procedures:**

I. Students may be referred by parents once per school year to determine eligibility for gifted support services. Such referrals should be provided in writing to the building principal or school counselor.

II. Professional staff within the schools may refer students to the school counselor for gifted screening procedures. Referrals may be based on outstanding performance on standardized measures (such as MAP or PSSA) or on the results of a universal screening measure such as the CogAT. Referred students are screened through the following measures to determine if they are to be recommended for further evaluation by the school psychologist:

- An ability screener or abbreviated ability measure(s)
- Achievement data for Reading and Math obtained from screening instruments or other available standardized measures (e.g. PSSA)
- Checklist data supplied by parents and/or teachers

Note: Parents may opt to bypass the screening phase or request a full assessment regardless of the screening results.

#### **Formal assessment facilitated by the School Psychologist**

- The WISC-V is the primary ability measure used to determine a student's level of cognitive functioning, which is used in conjunction with multiple measures of performance that are taken into consideration by the district's school psychologist. While private assessments are always taken into consideration. A different ability measure may be used in those unique situations when the district's school psychologist determines that the WISC-V is not appropriate or does not fairly assess a student's cognitive functioning.
- While private assessments are always taken into consideration, an assessment by the district's school psychologist is required. Private assessments or assessments completed by other school districts that do not include results from the WISC-V may require the district to administer the WISC-V or other standardized measure of cognitive ability to supplement the information available for eligibility determination.

A Multidisciplinary/GIEP team, including the student's teacher(s), parent(s), building gifted support teacher, and Local Educational Agency (LEA) representative review the information gathered for the Gifted Written Report and determine whether or not the student meets district and State eligibility criteria. From the start to end of the process, parents are provided with procedural safeguards to ensure due process rights.

### **Gifted Support Program**

Gifted Support programming is determined by the GIEP team. For many students, the general framework of their gifted programming may be similar to other gifted students; however, each student's program is customized by the GIEP team and student to tap into individual student strengths and interests.

- **Elementary Programming**
  - Students are provided with a combination of acceleration and enrichment based upon demonstrated areas of strength, as well as higher level thinking skill development. Students in need of challenging content beyond the core curriculum may be provided with an individualized wiki site that allows them to access extension activities and activities of personal interest. If appropriate, students may also be provided with an advanced grade level curriculum; however, this may require the student to be placed with older peers. The gifted support teacher provides frequent consultation to the regular education classroom teacher to assist with providing materials and ideas within the regular education classroom. A pull-out instructional time is part of most gifted student's schedules as the students benefit from additional time with their intellectual peers and being provided with an opportunity to explore unique learning activities.
- **Middle School Programming**
  - Again, students are provided with a combination of acceleration and enrichment based upon demonstrated areas of strength, as well as the development of higher level thinking skills. Gifted students may access advanced math subjects based upon test results documenting readiness for more advanced math content. Most of the gifted students also participate in a special Language Arts

section which provides them with an accelerated path through the English and Reading curriculum and freeing up time to engage in special projects and higher level thinking skill activities.

- **High School**

- Gifted students at the high school can select to take any or all of four gifted support classes. In Gifted Seminar I and II, students employ critical thinking skills to explore essential questions and themes via readings in various branches of Philosophy. Additionally, students read and conduct independent research in areas of interest culminating in a book project, a research paper and a presentation of their learning. In Gifted Seminar III, students use formalized research skills and scholarly sources to produce the Palisades graduation project, a ten page research paper and multimedia presentation. Gifted Independent Study provides students with the opportunity to more extensively explore a unique area of interest with the assistance of a mentor. All gifted students are further supported in their regular education classes with consultation support from the gifted support teacher. Oftentimes, gifted support students at the high school will chose to participate in the numerous AP class offerings, in-house college course offerings, or pursue special areas of interest within curricular departments (i.e., Science, Technology, English, Music, Foreign Language, etc.). Some students may qualify for the Scholars Program which provides them with the opportunity to attend college/university classes at nearby post-secondary schools.

### *Developmental Services*

| <b>Developmental Services</b>                           | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| 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         |
| Compliance with Health Requirements –i.e., Immunization | X          | X          | X         | X         |
| Emergency and Disaster Preparedness                     | X          | X          | X         | X         |
| Guidance Curriculum                                     | X          | X          | X         | X         |
| Health and Wellness Curriculum                          | X          | X          | X         | X         |
| Health Screenings                                       | X          | X          | X         | X         |
| Individual Student Planning                             | X          | X          | X         | X         |
| Nutrition   | X          | X          | X         | X         |
| Orientation/Transition                                  | X          | X          | X         | X         |
| RTII/MTSS   |            |            |           |           |
| Wellness/Health Appraisal                               | X          | X          | X         | X         |



Explanation of developmental services:

Palisades does not participate in a state approved RTII model of pre-referral services. Instead, each building is staffed with a Student Support Team (SST) in conjunction with a Student Assistance Program (SAP) team that works collaboratively with professional staff, parents and administrators in an effort to identify and remove barriers that may be impede student learning and social/emotional needs.

### *Diagnostic, Intervention and Referral Services*

| <b>Diagnostic, Intervention and Referral Services</b>  | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| 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         |
| 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*

| <b>Consultation and Coordination Services</b>          | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| Alternative Education                                  |            |            | X         | X         |
| Case and Care Management                               | X          | X          | X         | X         |
| Community Liaison                                      | X          | X          | X         | X         |
| Community Services Coordination (Internal or External) | X          | X          | X         | X         |
| Coordinate Plans                                       | X          | X          | X         | X         |
| Coordination with Families (Learning or Behavioral)    | X          | X          | X         | X         |
| Home/Family Communication                              | X          | X          | X         | X         |
| Managing Chronic Health Problems                       | X          | X          | X         | X         |

|   |   |   |   |   |
|---|---|---|---|---|
| Managing IEP and 504 Plans  | X | X | X | X |
| Referral to Community Agencies  | X | X | X | X |
| Staff Development   | X | X | X | X |
| Strengthening Relationships Between School Personnel, Parents and Communities | X | X | X | X |
| System Support  | X | X | X | X |
| Truancy Coordination  | X | X | X | X |

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

| <b>Communication of Educational Opportunities</b>        | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| 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***

| <b>Communication of Student Health Needs</b>             | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| 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 |            |            |           |           |
| Newsletters  |            |            |           |           |
| School Calendar  | X          | X          | X         | X         |
| Student Handbook   | X          | X          | X         | X         |

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Quarterly

#### **Elementary Education - Intermediate Level**

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

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

Classroom teachers at all three levels (elementary, middle, high school) collaborate with various individuals to address student needs and foster academic progress. Specifically, all three levels have Student Support Teams (SST) and Student Assistance Program (SAP) teams which work to remove barriers for students. Academic interventions are typically put in place for a designated period of time and monitored to determine effectiveness. Students with identified needs, either through a Section 504 evaluation or Special Education, who receive supports or services will have a specialist (OT, PT, Speech/Language Therapist, Special Education teacher, etc.) consult with the regular education teachers depending upon the need.

### *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

Palisades School District does not currently coordinate with infant or toddler centers; however, the district does reach out to local preschool programs to invite parents to presentations/trainings targeting primary level learners, Library trips within the community, and four times a year to a parent-child Story Hour at the schools.

The local Intermediate Unit provides screening/diagnostic services for preschool-age students suspected of having a disability and works closely with the district, pending parent consent, to coordinate the transition of these students to school-age programs. While students receive preschool early intervention services, they may be provided with transportation services to access these services.

1. No child care services provided; however, elementary age students may be provided routine transportation to or from school to child care facilities within the district's boundaries.
2. No routine after school programs are provide by the school; however, short-term club/recreation programs are provided for interested students during the school year at various elementary schools.
3. None
4. All schools in the district typically have teachers staying after school to work with students. The tutoring or support may look different from building to building.

### *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 Bucks County Intermediate Unit provides preschool intervention services for children within the district with disabilities. The student's strengths and needs are assessed by trained specialists and, when deemed eligible for special education services, they receive an individualized program designed to address the student's unique needs. When the student becomes kindergarten eligible by age, the Intermediate Unit and district coordinate the transition to school-age programs and services, with parent permission. Parents are an integral part of the preschool transition process and encouraged to actively participate in the planning. The school receiving the incoming student is properly briefed of the student's needs, participates in the development of an IEP, and the student's progress is then closely monitored as he/she enters school.

## Materials and Resources

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

| <b>Material and Resources Characteristics</b>  | <b>Status</b> |
|--|---------------|
| 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.

We review each curricular area every five years to ensure that curriculum, instructional materials and resources are aligned to standards and represent current best practice and research. High-quality instructional materials in all subjects are available and easily accessible to all students and teachers, and include (but are not limited to): textbooks, consumable workbooks, supplemental resources both in print and online, as well as enrichment and/or remedial materials based on student need.

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**

| <b>Material and Resources Characteristics</b>  | <b>Status</b> |
|--|---------------|
| 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.

We review each curricular area every five years to ensure that curriculum, instructional materials and resources are aligned to standards and represent current best practice and research. High-quality instructional materials in all subjects are available and easily accessible to all students and teachers, and include (but are not limited to): textbooks, consumable workbooks, supplemental

resources both in print and online, as well as enrichment and/or remedial materials based on student need.

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

*This narrative is empty.*

### **Middle Level**

| <b>Material and Resources Characteristics</b>  | <b>Status</b> |
|--|---------------|
| 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.

We review each curricular area every five years to ensure that curriculum, instructional materials and resources are aligned to standards and represent current best practice and research. High-quality instructional materials in all subjects are available and easily accessible to all students and teachers, and include (but are not limited to): textbooks, consumable workbooks, supplemental resources both in print and online, as well as enrichment and/or remedial materials based on student need.

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**

| <b>Material and Resources Characteristics</b>  | <b>Status</b> |
|--|---------------|
| 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.

We review each curricular area every five years to ensure that curriculum, instructional materials and resources are aligned to standards and represent current best practice and research. High-quality instructional materials in all subjects are available and easily accessible to all students and teachers, and include (but are not limited to): textbooks, consumable workbooks, supplemental resources both in print and online, as well as enrichment and/or remedial materials based on student need.

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**

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

|   |                     |
|---|---------------------|
| History   | Full Implementation |
| Science and Technology and Engineering Education            | Full Implementation |
| Alternate Academic Content Standards for Math               | Full Implementation |
| Alternate Academic Content Standards for Reading            | Full Implementation |
| American School Counselor Association for Students          | Full Implementation |
| Early Childhood Education: Infant-Toddler&rarr;Second Grade | Full Implementation |
| English Language Proficiency                                | Full Implementation |
| Interpersonal Skills  | Full Implementation |
| School Climate  | Full Implementation |

Further explanation for columns selected "

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

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



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

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

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

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

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

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

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

Further explanation for columns selected "

*This narrative is empty.*

## Professional Education

### *Characteristics*

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

| <b>District's Professional Education Characteristics</b>  | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| 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.

Nine days per school year are allotted by contract for teachers and administrators to engage in professional development. This allows us ample time to pursue the goals identified in our Act 48 plan at the building and district level. The planning and execution of professional development days is handled by a district Act 48 team, and district & building administrators. This planning incorporates input from employees, current research, PA academic standards and a tight focus on the district's comprehensive plan and Act 48 plan. Building principals also spend time during faculty meetings and department meetings to further develop teachers' ability to work with parents, their content knowledge, their teaching skills (especially with struggling students) and assessment/data analysis skills.

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

All strategies were selected.

### ***Educator Discipline Act 126, 71***

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

| <b>Questions</b>   |
|--|
| The LEA plans to conduct the required training on approximately:<br>6/13/2016 Online training via Bucks County IU is awaiting PDE approval before we can use it. |

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:  |
| 11/30/2015 All high school teachers trained on part 1 of Youth Mental Health First Aid  |
| The LEA plans to conduct the training on approximately:                                 |
| 1/18/2016 All high school teachers trained on part 2 of Youth Mental Health First Aid   |
| 11/8/2016 All middle school teachers trained in Part 1 of Youth Mental Health First Aid |
| 1/16/2017 All middle school teachers trained in Part 2 of Youth Mental Health First Aid |

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.

These plans are in development and training will be provided within the required window

### *Strategies Ensuring Fidelity*

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

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

All items above are covered fully in the execution of our Act 48 plan, to which all professional development activities are aligned. Through the New Teacher Induction process, we carry out a needs assessment and provide extensive ongoing support in the form of meetings, intensive work with a mentor and (in the second year of our mentoring program) through mentor/mentee peer coaching.

Our requirement that all building administrators conduct classroom observations as per PDE Act 82 during each school year ensures that administrators are present in classrooms, monitoring teaching

& learning and ensuring fidelity to the practices (such as differentiated instruction, formative assessment, etc) that are the cornerstones of our New Teacher Induction program and ongoing professional development activities.

Through the Getting Results data analysis/planning process (optional for our buildings because we consistently make AYP), our building administrators and building data teams identify curricular and instructional areas that need strengthening and work in a consistent and concerted way to improve them.

After each professional development activity, teachers complete an evaluation of the activity. These evaluations are examined by administrators, building professional development teams and the district Act 48 team to monitor and adjust the program to meet their needs.

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

The only item not checked above is the participation of administrators fully in all professional development activities. This emerged as a need through our comprehensive planning process and has improved over the past three years. It continues to be a point of emphasis in Act 48/Professional Development planning going forward.

### *Induction Program*

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

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

New teachers (including long-term substitutes) begin the year with a three-day, intensive induction program. During this program, all of our administrators, New Teacher Induction Council members, and select other teachers serve as workshop facilitators/teachers. This gives the new teachers an opportunity to engage personally with members of faculty and administration to develop a sense of collegiality and camaraderie. Workshops on those three days include: book walk (*The First Days of School* by Wong and Wong), technology training, an introduction to the district's supervision and evaluation process, classroom environment/restorative practices, ethics and confidentiality and differentiated instruction. They also spend a full day working with their building principals and mentors becoming familiar with building initiatives, practices and procedures as well as district curriculum.

Throughout their first year with us, new teachers spend time working with a mentor teacher and attending periodic district New Teacher Induction workshops. The topics of these workshops vary depending upon inductee needs but can include: parent/teacher conferences, student discipline, achieving level II certification and other timely topics.

In their second year, new teachers work closely with their mentor using a peer coaching model.

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

All strategies were selected.

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- 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.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Building principals monitor the instructional program in their buildings closely, and will observe their new teachers formally at least 4 times per year while also conducting frequent walkthroughs. Any issues that emerge as a result are addressed in a timely manner, always with the knowledge and assistance of the mentor teacher. The administrator and mentor review the inductee's lesson plans and classroom formative and summative data as part of this process. Building principals also examine student performance on various assessments including classroom tests, final exams, MAP tests and other standardized assessments to ensure high-quality instruction in the classrooms. All new teachers complete an inductee needs assessment which is used to plan professional development activities for them both individually and as a group. As stated previously, mentees have regular and frequent contact with their mentor and with their supervising administrator.

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

We do not require teachers to submit summaries of instructional activity other than lesson plans. We do examine student PSSA and Keystone data and also now examine PVAAS growth at the classroom/teacher level.

### ***Mentor Characteristics***

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

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

We are never at a loss for qualified, experienced teachers to serve as official mentors. Other members of grade-level teams and departments also serve as unofficial mentors for our new teachers. All official mentors are selected based on the criteria above and their work with the mentees is monitored by the building principal, as well as the Director of Curriculum, Instruction and Assessment. Our mentors are often our department chairs/grade level leaders and certainly model continuous learning and reflection, strong instructional practices and high levels of professionalism and professional knowledge.



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

All strategies were selected.

### *Induction Program Timeline*

| Topics  | Aug<br>-<br>Sep | Oct-<br>Nov | Dec<br>-<br>Jan | Feb<br>-<br>Mar | Apr<br>-<br>May | Jun<br>-Jul |
|---|-----------------|-------------|-----------------|-----------------|-----------------|-------------|
| Code of Professional Practice and Conduct for Educators | X               |             |                 |                 |                 |             |
| Assessments   | X               | X           | X               | X               | X               |             |
| Best Instructional Practices                            | X               |             | X               |                 |                 |             |
| Safe and Supportive Schools                             | X               | X           |                 |                 |                 |             |
| Standards   | X               | X           | X               | X               | X               |             |
| Curriculum  | X               | X           | X               | X               | X               |             |
| Instruction   | X               | X           | X               | X               | X               |             |
| Accommodations and Adaptations for diverse learners     | X               | X           | X               | X               | X               |             |
| Data informed decision making                           | X               | X           | X               | X               |                 |             |
| Materials and Resources for Instruction                 | X               | X           | X               | X               | X               |             |

If necessary, provide further explanation.

No further explanation is necessary.

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Inductees complete a mid-year and end-of-year program evaluation, the results of which are examined by the district Act 48 committee and used to modify and adjust the program as needed.

### *Recording Process*

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

## Special Education

### *Special Education Students*

Total students identified: **294**

### *Identification Method*

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

The Palisades School District uses a discrepancy model to identify students who have a specific learning disability and are in need of special education services. According to this model, a determination of cognitive ability is made utilizing a standardized, nationally-normed test of intellectual ability, and the student's academic achievement in the basic curricular areas of reading, math, and writing is assessed using an appropriate nationally-normed achievement battery. If there is a statistically significant difference between the predicted level of achievement and the student's actual achievement, and the level of achievement is below the average range for that age level, the student is suspected of having a learning disability if the lack of achievement is not better explained by other factors such as medical conditions, emotional/behavioral difficulties, English as a second language, environmental or economic disadvantage, or inadequate instruction. While nationally norm-referenced measures are the principle measures used in making this determination, the evaluation team will also take into consideration additional data and information from curriculum-based measures and teacher observations.

### *Enrollment*

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

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

The percentage of students receiving special education services in the Palisades School District is comparable to that reported across the state. Analysis of the proportion of students by disability category identified two areas of possible concern, Speech or Language Impairment and Specific Learning Disability.

#### **Speech Language Impairment -**

According to the data recorded by the state as of 12/1/2012, the percentage of district students in

special education identified with a speech/language disability is higher than the state average. The district has been working closely with the speech therapists and the local Intermediate Unit during the past several years to address this concern. Actions include:

- Each therapist has been asked to closely review the data for each student on their caseload to determine whether IEP goals have been met, thus allowing students to be properly exited from receiving services.
- Speech therapists have become more involved in the Student Support Team process and are working with the team to provide intervention strategies and monitoring of student progress to determine which students can properly have their needs addressed through the SST process, and which need to be referred on for more formal intervention, such as through an Individualized Education Program (IEP).
- Consideration is being given to using a Response to Instruction and Intervention (RTII) approach for speech when cases may need a more short-term intervention.
- The district is reviewing our reporting procedures to ensure proper reporting procedures are being followed consistently across the district.

### **Specific Learning Disability -**

The district's percentage of students identified with a Specific Learning Disability is lower than the state's average. In that the other exceptionalities, other than Speech/Language Impairment, are reasonably close to state averages, one explanation may be that our evaluation teams are viewing students with significant language disabilities as Speech/Language Impaired rather than as demonstrating a Specific Learning Disability. There may be some validity to this hypothesis as the district's speech therapists are often involved with written language and comprehension interventions with students as the student's disability may be viewed as originating from an overall language disability.

For low incidence disabilities such as Intellectual Disability, Autism or Emotional Disturbance, the minor discrepancies between the district and state averages are most likely the result of small numbers significantly impacting changes in the percentages as Palisades is a small district with only a few students in these low incidence categories.

### ***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?

1. Palisades School District has just one institution within its boundaries that meets Section 1306 status, the Point Pleasant Pediatric Speciality Care facility. The facility serves students with complex medical needs which typically require them to receive their education at the facility. Arrangements have been made with the Bucks County Intermediate Unit to provide the oversight and programming for students in the facility. On occasion, a student residing at the facility who is able to access the local public schools will do so with the proper supports and services coordinated by the Palisades School District and/or the Bucks County Intermediate Unit. These students are welcomed into the school community like any other resident student and provided with all of the supports and services identified through the IEP or Section 504 process.
2. Students with 1306 status are afforded the same services and safeguards as resident students at no cost to parents or the institution where they reside. Every student is provided with a free appropriate public education (FAPE).
3. No barriers exist which interfere with the district's ability to meet it's obligation under Section 1306.

### *Incarcerated Students Oversight*

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

Palisades School District does not have a facility within the district serving incarcerated students. However, when a Palisades student with disabilities is incarcerated in a correctional institution, the district cooperates with the institution to provide the appropriate records to assist with the educational decisions being made through the MDE/IEP team process. All eligible students are provided with a free appropriate public education (FAPE).

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Palisades School District works cooperatively with the Bucks County Intermediate Unit, neighboring school districts and private providers to provide a continuum of services for students whose needs vary by type and level of support. Students who have been identified with a disability and demonstrate a need for specially designed instruction are provided with an Individualized Educational Program (IEP). The IEP teams meet and document that they have considered multiple educational placement options for each student. The district provides an array of inclusive programming and practices, including (1) consultation services to the regular education teacher(s) by the district psychologists, ongoing consultative support from the IU Program and Training Specialist, school counselors and social worker; (2) individual or classroom teaching assistants for students with unique needs for all or part of the day; (3) itinerant services to the classroom by a special education teacher or teaching assistant as "push-in" support; (4) and co-teaching by regular and special education teacher teams. These efforts have resulted in more than 68% of our students who receive special education services to be included in the regular education program for 80% or more of their school day. The district will be gathering additional data and information regarding the efficacy of the co-teaching and push-in support models in an effort to further maximize student participation in the regular education program.

Special education teachers work collaboratively with regular education teachers at all levels to develop accommodations and curricular modifications for individual students. Instructional assistants may be assigned to specific students in order to facilitate their inclusion in the regular education program, and students with unique medical or personal care needs may be provided with nursing assistance and/or a personal care assistant. Furthermore, the services of the occupational therapist, physical therapist, vision therapist, hearing therapist and speech and language therapist are often integrated into a student's regular classes, when appropriate. Assistive technology is provided in various ways (i.e., sound field systems, FM systems, augmentative communication devices, laptops, iPads, etc.) to aid students in communication, instruction and classroom participation. The IEP teams rely upon school counselors, school psychologists, behavior specialists, behavior plans, restorative practices and conflict resolution procedures within the regular class setting to assist students with emotional and/or behavior needs, and routinely collect and review data to ensure the effectiveness of behavior plans. In an effort to identify school, family and community supports that may assist to increase student inclusion and success, the IEP team may work through the state's Supplemental Aids and Services (SAS) Toolkit.

Most students with disabilities at the middle and high school level participate in the regular education program and are able to self-select electives and extra-curricular activities. Many high school level students often choose to participate in the Vocational-Technical school, which serves students with and without disabilities. A learning support teacher and/or individual instructional assistant may support students requiring special accommodations and modifications in these regular education programs. As recommended by the IEP team, plans are put in place to foster the participation of students with disabilities with non-disabled peers throughout the school day, including extracurricular activities. Copies of a student's IEP Goals and Specially Designed Instruction are distributed to all teachers involved with the student at the beginning of each year/semester, or when a new IEP is written or a revision is made, ensuring that students receive appropriate accommodations and modifications across the school setting. Students with disabilities at the elementary level are typically included with their non-disabled peers for most of the school day. Decisions to limit a student's inclusion with non-disabled peers may be made by the IEP team after proper consideration of the supplementary aids and services has been reviewed.

While most students are able to benefit from inclusive programming, the district provides a continuum of special education supports and services for exceptional students through an array of special education programs. Some students whose needs cannot be met through more inclusive programming or for students with low incidence disabilities (i.e. intellectual disability, autism, severe emotional disturbance, multiple disabilities, etc.) of a moderate to severe nature who may require unique instructional needs, programming may be provided through the Intermediate Unit in a program located within the Palisades School District, a neighboring school district, or at the local Vocational-Technical School. A few students receive their education in more restrictive settings such as an Approved Private School, alternative school, or an out-of-state placement (none at this time).

Professional development and supports are available through the district, IU consultants, webinars, special speakers/consultants and PATTAN staff to address the issue of access to the regular education curriculum and topics such as co-teaching, differentiated instruction, transition planning, behavior support plans and progress monitoring.

2. Palisades School District staff receive professional development offerings through webinars, the local Intermediate Unit, PATTAN and other agencies, as well as ongoing work with the IU Program and Training Specialist, or TAC. These opportunities expand the supports/services which allow for students to increasingly access the regular education curriculum in the least restrictive environment. Small group training sessions, individual training and mentoring, etc. is provided for topics such as transition services, progress monitoring, assistive technology, behavior management, and others as the need is identified.

### 3. State Performance Plan (SPP) Targets

- **Indicator 1 and 2: Graduation and Drop Out Rates -**

Palisades consistently met Graduation SPP targets; however, the Drop Out rate has been a concern and focus of attention for the past few years. A proper statistical comparison of the district's data is not possible due to small group sizes (n=10 or less); however, the district considers any student dropping out from school to be a concern. In addition to making sure students are provided with the proper supports to meet their needs, the district has been reviewing the graduation requirements as district requirements currently require more credits for graduation than required by the state.

- **Indicator 3: Participation and Performance in Statewide Assessments -**

Palisades has met or exceeded SPP targets for participation in statewide assessments. The proficiency rate for the district's students with IEPs were last reported as 20 or more percentage points above the state averages for Reading and Math. Approximately 55-58% of students with IEPs score at a proficient or higher level on statewide assessments.

- **Indicator 4A: Discrepancy in Suspension and Expulsion Rates -**

due to small group sizes (n=10 or less) PDE does not report data

- **Indicator 4B: Discrepancy in Suspension and Expulsion Rates by Race/Ethnicity that includes Noncompliant Policies/Procedures -**

due to small group sizes (n=10 or less) PDE does not report data

- **Indicator 5: Educational Environments -**

Palisades met SPP targets for students with IEPs Inside the Regular Class 80% or More, as well as students with IEPs Inside the Regular Class Less than 40%. However, for students with IEPs placed in Other Settings (i.e., Approved Private Schools) Palisades has slightly more placed students than the SPP target of 3.3%, but less than the state average of 5.0%. Palisades considers a placement outside of the regular school environment as a last resort following consideration of the necessary supports and services that can be made available to help keep a student in their home school or the district. Most of the students placed in these settings are for a Full-time Emotional Support program. Typically, such placements follow a regimen of team meetings, functional behavioral assessments informing behavior plans, intensive support of a one-to-one teacher or instructional assistant, and much parent consultation.

- **Indicator 11: Timelines for Initial Evaluations -**

Palisades was previously cited for Initial Evaluation timeline concerns as the district was unclear that the days used for staff development at the end and beginning of the school year were figured into the 60 day timeline. This misunderstanding has since been rectified and the district has been totally compliant with the 60 day requirement.

- **Indicator 14: Post-School Outcomes -**

Palisades has met and exceeded the SPP targets (A,B,and C) addressing post-secondary school/training enrollment and employment.

### *Behavior Support Services*

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

Palisades School District Board Policy #113.1 (Discipline of Students with Disabilities) and the *Behavioral Support Procedures for Special Education* provide the district with guidelines for implementation of positive behavior supports (PBS) to enhance student learning and self-esteem. The high school and middle school publish student rules and consequences in their respective student handbooks, and both buildings evidence a commitment to the use of restorative practices to build a positive school community focusing upon the resolution of conflicts. The elementary schools use a combination of restorative practices and responsive classroom techniques to build a sense of community and to empower students. School counselors and administrators implement various anti-bullying programs, such as Stand Up To Silence and No Place For Hate, at each of the individual buildings to promote positive social behaviors. And, Student Assistance Programs (SAP) are in place at all three building levels (elementary, middle, and high) to assist in the identification of students needing additional supports to overcome barriers to their learning or social interactions. The Palisades School District provides annual training to all staff on special education topics,

including behavior, each year. Specialized training pertaining to positive behavior supports, behavior management, and deescalation strategies is also provided to the special education teachers, school counselors and psychologists throughout the school year during department days and through out-of-district workshops. Special education instructional assistants are provided with opportunities to attend special education trainings, including those focusing on positive behavior support and deescalation strategies, which count toward the annual 20 hours of training required by PDE.

In order to provide support to students with more severe behaviors functional behavioral assessments are completed in an effort to identify the function of a student's behavior. The IEP or SST team then collaboratively develop positive behavior support plans which are provided to and implemented by classroom teachers and appropriate staff. A Program and Training specialist from the local Intermediate Unit also frequently consults with staff to assist with the more challenging student behaviors.

### *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 inter-agency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

In most cases, students who exhibit challenging behaviors are able to receive an appropriate education in the general education classroom with the support of a functional behavioral assessment and a positive behavior support plan. These assessments and plans are implemented and monitored by the special education staff throughout the school district. In the rare circumstance when a student is not responsive to positive behavioral supports in the general education setting, students may be provided with instruction in a special education classroom where there may be fewer students, increased classroom structure, and more direct instruction to promote increased on-task behavior.

If an appropriate behavior support plan is implemented and the student continues to repeatedly exhibit the behaviors of concern to a degree that is disruptive to the student's own learning or the learning of others, alternative placements are investigated and matched to the student's needs. The implementation of a student's IEP is typically monitored through consultation with these alternative school placements by special education staff from the district. In some cases, special education teachers within the alternative school program are solely responsible for monitoring a student's IEP, and then reporting to parent and district.

On very rare occasions when an appropriate placement does not appear available, the district works



through the local Intermediate Unit's Inter-agency Coordinator and CASSP personnel to expedite a placement. In such situations, the Intermediate Unit has taken the lead in creatively providing programming, oftentimes through adjustments to an existing program, or by providing increased supports. The district has not experienced difficulty in providing programming for any group of students, with the possible exception of students identified as needing emotional support who require a very nurturing or sheltered environment (i.e., students exhibiting severe internalizing behaviors such as depression, anxiety, school phobia, etc.). Again, for students with these needs, creative programming has been required. The recent addition of a blended program of cyber schooling and "brick and mortar" classes has increased general education options for students with these needs. One of the local mental health facilities recently was approved as a licensed private school for students with special education needs, and is now a plausible option for students with internalizing types of behavior. Also, the local Intermediate Unit reports being close to beginning a partial hospitalization program for students requiring a more long-term educational placement while working through their emotional challenges.

### *Strengths and Highlights*

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

Palisades School District is a relatively small district with small learning communities (i.e., elementary buildings - 250 students; middle school - 450 students; high school 650 students). Within these learning communities, the academic, social and emotional needs of each student are typically well known by teachers and key staff, and addressed through both formal and informal interventions. Data review teams, Student Support Teams (SST) and Student Assistance Program (SAP) teams are able to focus additional attention and resources to promote student success and remove learning barriers. Special education teachers, school counselors and school psychologists bring to these intervention teams additional professional expertise regarding individualized intervention planning in an effort to promote student success, without the need for a more formalized intervention such as special education. However, if these pre-referral interventions are not reasonably successful, referrals are then made for formal evaluation to determine possible eligibility for special services.

The evaluation process is completed in a timely manner by skillful school psychologists, a behavior specialist, and related services staff. Staff caseloads are kept at manageable levels so that the evaluation process, interventions, and progress monitoring can effectively promote student success. Most students receiving special education services are instructed with regular education curriculum materials; however, supplemental and replacement instructional materials are available as deemed appropriate. Most students are able to receive support in the included setting, however, individualized and small group (2-5 students) instruction is also available through special education, fostering high levels of engaged learning time.

The district provides students with a continuum of services including replacement and/or supplemental instruction in a resource room setting, support and instruction in the included setting, and consultative services to staff working with the students. Students with disabilities are also able to access a special education teacher for support as part of the online learning options provided to

all students. Inclusion practices across the district have benefited children with and without disabilities as our school community seeks to celebrate the contribution that all students can make to the learning community.

Palisades provides trainings for staff and faculty in numerous ways: peer mentoring, staff development days focusing upon specific topics, workshops presented by the local Intermediate Unit or other providers, teacher study groups, etc. Providing trainings for parents has been a challenge as evening or day presentations have not been well attended. The district is currently developing a district website with links that parents can access to secure additional information and training.

# Assurances

## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

| Facility Name                           | Facility Type | Services Provided By               | Student Count |
|---|---------------|------------------------------------|---------------|
| Point Pleasant Pediatric Specialty Care | Nonresident   | Bucks County Intermediate Unit #22 | 18            |

## Least Restrictive Environment Facilities

| Facility Name                        | Type of Facility             | Type of Service   | Number of Students Placed |
|--------------------------------------|------------------------------|---|---------------------------|
| Centennial School                    | Approved Private Schools     | Emotional Support and/or Autism                         | 6                         |
| Haycock School                       | Special Education Centers    | IU operated Life Skills program for students ages 18-21 | 3                         |
| Pennridge Central Middle School      | Neighboring School Districts | Life Skills program                                     | 1                         |
| Tohickon Valley Elementary School    | Neighboring School Districts | Elementary level Multiple Disabilities Support program  | 1                         |
| East Hills Middle School             | Neighboring School Districts | Hearing Support Program                                 | 1                         |
| Upper Bucks Technical School         | Neighboring School Districts | Emotional Support                                       | 2                         |
| Bux-Mont Academy                     | Other                        | Emotional Support                                       | 2                         |
| Wordsworth Academy - Fort Washington | Approved Private Schools     | Emotional Support                                       | 1                         |
| Governor Nash Elementary             | Neighboring School Districts | Emotional Support                                       | 1                         |
| Martin Luther School                 | Approved Private Schools     | Emotional Support                                       | 1                         |
| Quakertown Community High School     | Neighboring School Districts | Life Skills program                                     | 1                         |
| Middle Bucks Institute of Technology | Other                        | Life Skills Support - workshop environment              | 1                         |
| Pfaff Elementary                     | Neighboring School Districts | Autistic Support Program                                | 1                         |
| Strayer Middle School                | Neighboring School Districts | Autistic Support Program                                | 2                         |

## Special Education Program Profile

### Program Position #1

*Operator:* Intermediate Unit

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* January 5, 2015

*Reason for the proposed change:* Balancing of caseloads to stay within caseload requirements

#### PROGRAM SEGMENTS

| Location/Building   | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|---|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Durham Nockamixon Elementary  | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 11   | 22       | 0.5 |
| Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level. |                               |   |           |                             |           |          |     |
| Palisades High School   | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 14 to 21  | 5        | 0.2 |
| Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level. |                               |   |           |                             |           |          |     |
| Palisades Middle School   | A Middle School Building      | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 11 to 14  | 5        | 0.1 |

### Program Position #2

*Operator:* Intermediate Unit

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* September 2, 2014

*Reason for the proposed change:* Addition of new student to Itinerant Hearing Therapist caseload.

#### PROGRAM SEGMENTS

| Location/Building       | Grade                         | Building Type   | Support   | Service Type                      | Age Range | Caseload | FTE  |
|-------------------------|-------------------------------|---|-----------|-----------------------------------|-----------|----------|------|
| Tinicum Elementary      | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Deaf and Hearing Impaired Support | 9 to 10   | 1        | 0.02 |
| Palisades Middle School | A Middle School Building      | A building in which General Education programs are operated | Itinerant | Deaf and Hearing Impaired Support | 12 to 12  | 2        | 0.08 |
| Palisades High          | A Senior                      | A building in   | Itinerant | Deaf and                          | 15 to     | 3        | 0.08 |

|  |                               |   |           |                                   |        |   |      |
|--|-------------------------------|---|-----------|-----------------------------------|--------|---|------|
| School   | High School Building          | which General Education programs are operated               |           | Hearing Impaired Support          | 18     |   |      |
| Durham Nockamixon Elementary   | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Deaf and Hearing Impaired Support | 8 to 9 | 1 | 0.02 |
| Justification: Additional building added to serve student identified with itinerant hearing needs. |                               |   |           |                                   |        |   |      |

**Program Position #3***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 2, 2014*Reason for the proposed change:* Adjustment of caseload to meet IEP needs.**PROGRAM SEGMENTS**

| Location/Building   | Grade                         | Building Type   | Support   | Service Type                | Age Range | Caseload | FTE |
|---|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| Springfield Elementary  | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 6 to 11   | 24       | 0.5 |
| Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level. |                               |   |           |                             |           |          |     |
| Palisades High School   | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 15 to 21  | 5        | 0.1 |
| Justification: Adjustment of caseloads to accommodate staffing changes.   |                               |   |           |                             |           |          |     |

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 2, 2014*Reason for the proposed change:* Adjustment of caseload**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service | Age | Caseload | FTE |
|-------------------|-------|---------------|---------|---------|-----|----------|-----|
|-------------------|-------|---------------|---------|---------|-----|----------|-----|

|   |                               |   |           | Type                        | Range    |    |     |
|---|-------------------------------|---|-----------|-----------------------------|----------|----|-----|
| Tinicum Elementary  | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 11  | 20 | 0.5 |
| Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level. |                               |   |           |                             |          |    |     |
| Palisades Middle School   | A Middle School Building      | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 11 to 14 | 31 | 0.5 |

**Program Position #5***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building      | Grade                         | Building Type   | Support                           | Service Type     | Age Range | Caseload | FTE |
|------------------------|-------------------------------|---|-----------------------------------|------------------|-----------|----------|-----|
| Springfield Elementary | An Elementary School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Autistic Support | 6 to 9    | 6        | 1   |

**Program Position #6***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building     | Grade                         | Building Type   | Support                           | Service Type                  | Age Range | Caseload | FTE |
|-----------------------|-------------------------------|---|-----------------------------------|-------------------------------|-----------|----------|-----|
| Palisades High School | A Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Multiple Disabilities Support | 17 to 19  | 5        | 1   |

**Program Position #7***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building     | Grade         | Building Type               | Support           | Service Type     | Age Range | Caseload | FTE |
|-----------------------|---------------|-----------------------------|-------------------|------------------|-----------|----------|-----|
| Palisades High School | A Senior High | A building in which General | Full-Time Special | Autistic Support | 14 to 18  | 5        | 1   |



|  |                 |                                 |                 |  |  |  |  |
|--|-----------------|---------------------------------|-----------------|--|--|--|--|
|  | School Building | Education programs are operated | Education Class |  |  |  |  |
|--|-----------------|---------------------------------|-----------------|--|--|--|--|

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

| Location/Building            | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Durham Nockamixon Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 11   | 8        | 1   |

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building            | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Durham Nockamixon Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 6 to 9    | 7        | 1   |

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

| Location/Building      | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Springfield Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 10   | 10       | 1   |

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building      | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Springfield Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12  | 7        | 1   |

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Tinicum Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 11   | 7        | 1   |

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building  | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|--------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Tinicum Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 11   | 5        | 1   |

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

**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building       | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Palisades Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 13  | 9        | 1   |

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building       | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Palisades Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 14  | 12       | 1   |

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building       | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Palisades Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 13  | 12       | 1   |

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building       | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Palisades Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 14  | 10       | 1   |

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building     | Grade                         | Building Type   | Support   | Service Type      | Age Range | Caseload | FTE |
|-----------------------|-------------------------------|---|-----------|-------------------|-----------|----------|-----|
| Palisades High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support  | 14 to 18  | 6        | 0.5 |
| Palisades High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 14 to 19  | 6        | 0.5 |

Justification: Students receiving Emotional Support services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building     | Grade                         | Building Type   | Support   | Service Type     | Age Range | Caseload | FTE |
|-----------------------|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Palisades High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 15 to 16  | 10       | 1   |

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building     | Grade         | Building Type               | Support                 | Service Type     | Age Range | Caseload | FTE |
|-----------------------|---------------|-----------------------------|-------------------------|------------------|-----------|----------|-----|
| Palisades High School | A Senior High | A building in which General | Supplemental (Less Than | Learning Support | 15 to 18  | 11       | 1   |

|  |                 |                                 |                        |  |  |  |  |
|--|-----------------|---------------------------------|------------------------|--|--|--|--|
|  | School Building | Education programs are operated | 80% but More Than 20%) |  |  |  |  |
|--|-----------------|---------------------------------|------------------------|--|--|--|--|

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

| Location/Building     | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Palisades High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 19  | 13       | 1   |

Justification: Students receiving Learning Support services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 2, 2014

*Reason for the proposed change:* Serving student(s) in included setting with varying age levels.

**PROGRAM SEGMENTS**

| Location/Building     | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Palisades High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 15 to 21  | 8        | 1   |

Justification: Ages of students within instructional program never exceed 4 year requirement.

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 2, 2014

*Reason for the proposed change:* Additional learning support services provided to elementary school to meet IEP needs.

**PROGRAM SEGMENTS**

| Location/Building            | Grade                         | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Palisades High School        | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18  | 5        | 0.5 |
| Durham Nockamixon Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 11   | 3        | 0.5 |

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 2, 2014*Reason for the proposed change:* Increased staffing at middle school to meet IEP needs.**PROGRAM SEGMENTS**

| Location/Building       | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Palisades Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 14  | 7        | 1   |

**Program Position #25***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 2, 2014*Average square feet in regular classrooms:* 835 sq. ft.*Square footage of this classroom:* 806 sq. ft. (26 feet long x 31 feet wide)**PROGRAM SEGMENTS**

| Location/Building                   | Grade                | Building Type                         | Support   | Service Type      | Age Range | Caseload | FTE |
|-------------------------------------|----------------------|---------------------------------------|-----------|-------------------|-----------|----------|-----|
| Durham Nockamixon Elementary School | An Elementary School | A building in which General Education | Itinerant | Emotional Support | 7 to 9    | 2        | 1   |

|  |          |                       |  |  |  |  |  |
|--|----------|-----------------------|--|--|--|--|--|
|  | Building | programs are operated |  |  |  |  |  |
|--|----------|-----------------------|--|--|--|--|--|

**Program Position #26***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 2, 2014*Average square feet in regular classrooms:* 830 sq. ft.*Square footage of this classroom:* 750 sq. ft. (25 feet long x 30 feet wide)**PROGRAM SEGMENTS**

| Location/Building       | Grade                    | Building Type   | Support  | Service Type     | Age Range | Caseload | FTE |
|-------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Palisades Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 14  | 7        | 1   |

**Special Education Support Services**

| Support Service            | Location                            | Teacher FTE |
|----------------------------|-------------------------------------|-------------|
| School Psychologists       | All Buildings                       | 2           |
| Instructional Assistants   | Durham Nockamixon Elementary School | 6           |
| Instructional Assistants   | Springfield Elementary School       | 4           |
| Instructional Assistants   | Tinicum Elementary School           | 4           |
| Instructional Assistants   | Palisades Middle School             | 9           |
| Instructional Assistants   | Palisades High School               | 2.5         |
| Director of Pupil Services | All Buildings                       | 1           |
| School Counselor           | Durham Nockamixon Elementary School | 0.5         |
| School Counselor           | Springfield Elementary School       | 0.5         |
| School Counselor           | Tinicum Elementary School           | 0.5         |
| School Counselor           | Palisades Middle School             | 1           |
| School Counselor           | Palisades High School               | 2           |

**Special Education Contracted Services**

| Special Education Contracted Services        | Operator           | Amt of Time per Week |
|--|--------------------|----------------------|
| Bayada Nursing                               | Outside Contractor | 15 Hours             |
| Bethlehem Pediatric Services - Private OT/PT | Outside            | 2.5 Hours            |

|                                 |                   |         |
|---------------------------------|-------------------|---------|
| Therapy                         | Contractor        |         |
| Physical Therapy                | Intermediate Unit | 2 Days  |
| Occupational Therapy            | Intermediate Unit | 5 Days  |
| Transition Services             | Intermediate Unit | 8 Hours |
| Program and Training Specialist | Intermediate Unit | 3 Days  |
| School Social Worker            | Intermediate Unit | 1 Days  |



# Needs Assessment

## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

This question has not been answered.

## District Accomplishments

### Accomplishment #1:

All schools in the Palisades School District earned School Performance Profile scores well above 70. In 2012-2013, two buildings earned scores over 90 and received awards from PDE. One of our elementary schools is also a Title I School of Distinction for Academic Achievement.

### Accomplishment #2:

Palisades High School students consistently score above the state and national averages on the Scholastic Aptitude Test (SAT).

### Accomplishment #3:

In the 2014-2015 school year, Palisades had 32 students earn the distinction of AP Scholar, up from 20 students in the 2011-2012 school year. At the same time, we continue to grow enrollment in AP courses despite a decline in overall student enrollment.

### Accomplishment #4:

Palisades is fortunate to have and sustain strong relationships with community foundations and organizations, including The Palisades Community Foundation (PCF) and Partners in Action for Community Togetherness (PACT). Through these partnerships, we are able to provide vital opportunities to our students, as well as programs and experiences that strengthen our community such as: the "Healthy Communities, Healthy Youth" program, the "Strengthening Families" program, the yearly 5K, and our current project - a fitness center at the Palisades Middle School.

### Accomplishment #5:

Our Watershed Integration Program at Palisades Middle School serves as a model for integrated, hands-on instruction to seventh grade students. Each year, the group engages in an intensive, student-led service project. Last year, they built an outdoor classroom for students in Allentown. Their projects have been entered into the Disney Planet Challenge competition and they were state winners in 2011 and 2012.

#### **Accomplishment #6:**

The Palisades Cyber Academy (PCA), begun in the 2011-2012 school year, has brought numerous students back into the district from cyber charter schools and offers full-time cyber, as well as blended learning options taught by Palisades teachers for district students in grades K-12.

#### **Accomplishment #7:**

Our high school students have the opportunity to participate in either a Medical or Business Career Pathway program to prepare them for post-secondary study.

#### **Accomplishment #8:**

National Clearinghouse Data indicates that approximately 78% of our students go on to pursue post-secondary education within two years of graduating.

#### **Accomplishment #9:**

National Clearinghouse Data indicates that of those Palisades students who pursue post-secondary education within one year after high school, approximately 93% return for the second year of college. This persistence is evidence of their preparedness for the rigors of college-level study.

#### **Accomplishment #10:**

U.S. News and World Report named Palisades High School as a silver award winner, placing it in the top 8% of schools in Pennsylvania and number 1807 nationally.

#### **Accomplishment #11:**

We were selected as one of nine districts out of 400 applicants to receive the designation of "Future Ready" from the US Department of Education. Videos featuring our employees, Board members and students will soon be featured on the USDOE website in a section designated for exemplary practices.

## **District Concerns**

#### **Concern #1:**

Parent and student survey data indicates that addressing bullying by enhancing the climate and culture in our schools is a need to be addressed.

#### **Concern #2:**

Survey data indicates that student wellness (in terms of nutrition, lifestyle choices and physical activity) is an area in need of continued focus. An additional area of focus is student mental health.

#### **Concern #3:**

The district comprehensive planning team, through discussion and research, identified leadership as an essential quality for individual success. The team feels that the district needs to provide increased opportunities for students to develop and apply leadership skills in a supportive environment.

#### **Concern #4:**

The district comprehensive planning team, through discussion and research, identified a need to strengthen infrastructure and incorporation of digital tools into all of our classrooms in order to prepare students for the workplace of the present and future.

#### **Concern #5:**

Parent surveys administered as part of the comprehensive planning process indicate a need to enhance community engagement.

#### **Concern #6:**

The district comprehensive planning team, through parent/student/staff survey data based on the district-level guiding questions, identified a need for systematic benchmarking and interventions for all students, especially those at the secondary level.

#### **Concern #7:**

The quality of our curriculum and instruction continues to be an area highly valued by our community, based on community survey results.

#### **Concern #8:**

The district comprehensive planning team, through discussion and research, identified a need to expand learning opportunities for students by continuing to strengthen community partnerships and develop additional career pathway programs.

## **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:**

The district comprehensive planning team, through discussion and research, identified a need to strengthen infrastructure and incorporation of digital tools into all of our classrooms in order to prepare students for the workplace of the present and future.

The district comprehensive planning team, through parent/student/staff survey data based on the district-level guiding questions, identified a need for systematic benchmarking and interventions for all students, especially those at the secondary level.

The quality of our curriculum and instruction continues to be an area highly valued by our community, based on community survey results.

**Systemic Challenge #2** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

Parent and student survey data indicates that addressing bullying by enhancing the climate and culture in our schools is a need to be addressed.

Survey data indicates that student wellness (in terms of nutrition, lifestyle choices and physical activity) is an area in need of continued focus. An additional area of focus is student mental health.

The district comprehensive planning team, through discussion and research, identified a need to strengthen infrastructure and incorporation of digital tools into all of our classrooms in order to prepare students for the workplace of the present and future.

The district comprehensive planning team, through parent/student/staff survey data based on the district-level guiding questions, identified a need for systematic benchmarking and interventions for all students, especially those at the secondary level.

**Systemic Challenge #3** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

The district comprehensive planning team, through discussion and research, identified a need to strengthen infrastructure and incorporation of digital tools into all of our classrooms in order to prepare students for the workplace of the present and future.

The quality of our curriculum and instruction continues to be an area highly valued by our community, based on community survey results.

**Systemic Challenge #4** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

The district comprehensive planning team, through discussion and research, identified leadership as an essential quality for individual success. The team feels that the district needs to provide increased opportunities for students to develop and apply leadership skills in a supportive environment.

Parent surveys administered as part of the comprehensive planning process indicate a need to enhance community engagement.

The district comprehensive planning team, through discussion and research, identified a need to expand learning opportunities for students by continuing to strengthen community partnerships and develop additional career pathway programs.

# District Level Plan

## Action Plans

**Goal #1: Academic Excellence:** Increase career pathway options for students by providing career education with academic rigor, relevant field experiences, and networking opportunities through ongoing relationship development.

**Related Challenges:**

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Student enrollment and scheduling data

Specific Targets: Increased number of career pathway programs offered to students as a course of study. Increase in student enrollment in these programs.

Type: Annual

Data Source: 8th Grade and Senior Projects

Specific Targets: Revised 8th grade and senior projects to align with students' career interests

Type: Annual

Data Source: Course completion data

Specific Targets: Increase in the number of students who successfully complete a career exploration course between 7th and 10th grade

## *Strategies:*

### *New Pathways*

**Description:**

Three new pathways will be created while an existing pathway will be more fully developed to mirror the framework of our Business Career Pathways-Money Management & Finance, and Media & Marketing. See associated action steps for how the LEA plans to implement the strategy.

**SAS Alignment:** Curriculum Framework

## *Culminating Projects*

### **Description:**

Students' culminating projects should more closely represent their interests and goals. Therefore, the 8th grade and senior projects will be more closely aligned to the career interests and chosen career pathway of each student. Students, who successfully complete a career pathway program, will receive a specially designated diploma upon graduation. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Assessment

## *Career Exploration Course*

### **Description:**

Students should begin to consider their future goals, career possibilities and information to successfully attain them earlier in their academic careers. As a result, the middle school and/or high school will require a career exploration course, possibly online, that all 8th and/or 9th grade students must complete as an element of the graduation requirement. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Curriculum Framework, Materials & Resources

## ***Implementation Steps:***

### *Expand Medical Career Pathway*

### **Description:**

Expand the medical career pathway program to include rigorous coursework and expanded field experiences by offering students the opportunity to enroll in the program for the start of the 2016-17 school year. Success will be determined by the number of new students participating in the program. This will involve HS Principal, Science Department Chairperson, Science Department Faculty members, School Counselors, Assistant Superintendent, Community Partners.

**Start Date:** 8/1/2016     **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- New Pathways

*Finalize Business Career Pathway***Description:**

Develop the final components of the Business Career Pathways program, which includes industry certifications and expansion of the community partnerships database. The career pathway will be complete with a definitive list of options for industry certifications and community partners that can be used for internship experiences.

**Start Date:** 8/1/2016      **End Date:** 3/15/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- New Pathways

*Art, Engineering and Design Career Pathway***Description:**

Develop programming for an Art, Engineering, and Design Career Pathway. The proposed pathway program will be presented the EPS Board Committee. This Career Pathway will be offered to students and parents in the 2017-18 course of study/curriculum Guide. This work will involve the following individuals: HS Principal, Art & Design Department Chairperson, Art & Design Department Faculty members, School Counselors, Assistant Superintendent, Community Partners

**Start Date:** 8/1/2016      **End Date:** 12/31/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- New Pathways



### *International Studies Career Pathway*

**Description:**

Develop programming for an International Studies Pathway. The proposed pathway program will be presented to the Board Committee EPS. This Career Pathway will be offered to students and parents in the 2017-18 course of study-curriculum guide. This step will involve the following individuals: HS Principal, World Language Department Chairperson, World Language Department Faculty members, School Counselors, Assistant Superintendent, Community Partners.

**Start Date:** 8/15/2017      **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- New Pathways

### *Agriculture & Horticulture Career Pathway*

**Description:**

Explore science pathways for Agriculture and Horticulture. Recommendations to further develop or not to develop will be made to the Board Committee EPS. If the Career Pathway is recommended, further development should occur during the 2018-19 school year. This work should include the following individuals: HS Principal, Science Department Chairperson, Science Department Faculty members, School Counselors, Assistant Superintendent, Community Partners

**Start Date:** 8/1/2017      **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- New Pathways

### *Performing Arts Career Pathway*

**Description:**

Explore the further development of a Performing Arts Pathway. Recommendations to further develop or not to develop will be made to the EPS Board Committee. If the Career Pathway is recommended, further development should occur during the 2019-20 school year. This work should include the following individuals: HS Principal, Music Department Chairperson, Music Department Faculty members, School Counselors, Assistant Superintendent, Community Partners

**Start Date:** 8/1/2018      **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- New Pathways

*Program Review***Description:**

We will periodically review the existing career pathway programs. In 2017-18, we will review the Business Career Pathway and in 2018-2019, we will review the Medical Career Pathway. This will include the following individuals: HS Principal, Department Chairperson of pathway being reviewed, Faculty members of the department being reviewed, School Counselors, Assistant Superintendent, Community Partners.

**Start Date:** 9/1/2017      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- New Pathways

*Diploma Designations***Description:**

Explore pathway-specific diploma designations for pathway completers. If a favorable recommendation emerges from the committee, the committee will take its proposal to the Board Committee of Education Programs and Services.

**Start Date:** 8/1/2016      **End Date:** 12/30/2016

**Program Area(s):**

**Supported Strategies:**

- Culminating Projects

### *8th Grade Project*

**Description:**

Align the 8th grade project to align with career pathways program. New requirements for the 8th grade project will be shared with the Board via EPS and implemented in the 2016-2017 school year.

**Start Date:** 9/15/2015      **End Date:** 6/30/2016

**Program Area(s):**

**Supported Strategies:**

- Culminating Projects

### *Senior Project*

**Description:**

Align senior project to career pathways program. New requirements for the senior project will be shared with the Board via EPS and implemented in the 2018-2019 school year. This work should include the following individuals: HS Department Chairs, PHS Principal, PHS Counselors, Assistant Superintendent

**Start Date:** 8/1/2017      **End Date:** 4/30/2018

**Program Area(s):**

**Supported Strategies:**

- Culminating Projects

### *Career Exploration Course*

#### **Description:**

Explore and develop a face-to-face, online and/or a hybrid course that explores careers, which will assist the students in selected appropriate career pathways that meet their interests, skills and future plans. The committee will take the proposal to the Board Committee of EPS for implementation in the Fall of 2019. This work should include the following individuals: HS Principal, MS Principal, HS/MS joint planning team, MS/HS school counselors, Assistant Superintendent

**Start Date:** 8/1/2018      **End Date:** 6/30/2019

#### **Program Area(s):**

#### **Supported Strategies:**

- Career Exploration Course

**Goal #2:** Academic Excellence: Developing a comprehensive system of benchmarking and interventions and improve the quality of instruction for all students

#### **Related Challenges:**

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

#### **Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA/PVAAS/Keystone

Specific Targets: An increased percentage of students will show evidence of at least a year's worth of growth in an academic year

Type: Annual

Data Source: MAP

Specific Targets: An increased percentage of students will demonstrate growth by meeting or exceeding grade level norms

Type: Annual

Data Source: Graduation Rate

Specific Targets: Graduation rate will increase

Type: Interim

Data Source: Internal Benchmarks/Intervention Data

Specific Targets: Students will demonstrate growth against district developed assessments.

### ***Strategies:***

#### ***Evaluate Benchmarks***

##### **Description:**

Evaluate system of benchmarks in reading, writing, and math K-12. See action steps for how LEA plans to implement the strategy.

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

#### ***Interpret Benchmark Data***

##### **Description:**

Interpret benchmark data to identify student needs K-12. See action steps for how LEA plans to implement the strategy.

**SAS Alignment:** Assessment

### *Consistent Intervention Protocol*

**Description:**

Implement and monitor a consistent intervention protocol. See action steps for how LEA plans to implement the strategy.

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

### *Teaming Systems*

**Description:**

Develop and manage teaming systems in grades K-12 to analyze results from benchmarks and develop individual student intervention plans. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Assessment

### *Knowledge of Instructional Strategies*

**Description:**

Increase administrator, teacher, and parent knowledge of research-based, high impact instructional strategies.

**SAS Alignment:** Instruction

### *Implementation Steps:*

#### *Establish benchmarks*

**Description:**

Establish benchmarks in grades K-12 in reading, writing, and math. A document of established benchmarks will be created for each level.

**Start Date:** 8/1/2016    **End Date:** 1/31/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Evaluate Benchmarks

### *Formative Assessments*

**Description:**

Ensure that common, authentic, formative assessments are in place at each grade level. A document of identified assessments will be created for each level.

**Start Date:** 8/15/2016    **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Evaluate Benchmarks

### *Data Management System*

**Description:**

Ensure all professional staff members are trained to use the data management system effectively. Teachers and departments will review the data points of current assessments already in place while reviewing any additional pieces of data established through the development of formative assessments.

**Start Date:** 8/15/2016    **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Interpret Benchmark Data

### *Common Indicators*

**Description:**

Define and/or establish common indicators for at-risk students at each level. Document common indicators established at each level (Action step should occur simultaneously with previous step - training on data management system). A document of established benchmarks will be created for each level.

**Start Date:** 8/15/2016      **End Date:** 6/30/2017

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

**Supported Strategies:**

- Interpret Benchmark Data

*Identify Intervention Programs***Description:**

Identify current intervention programs and explore additional research-based intervention programs for consideration and adoption. Create a menu of existing programs available for intervention at each level. Research and explore appropriate programs to pilot that address student-specific areas of need and/or focus. This step should involve those responsible for managing (as listed below), as well as intervention teachers and special education teachers.

**Start Date:** 8/1/2017      **End Date:** 6/30/2018

**Program Area(s):** Special Education

**Supported Strategies:**

- Consistent Intervention Protocol

*Develop Building Teams***Description:**

Develop building-level teams to analyze the results and establish individual student intervention plans. Create/establish a quarterly monitoring schedule at all levels led by a team of teachers. Consider: Reviewing PHS schedule to create flexibility to free up teachers (freshman focus, senior projects, wellness expo, study hall, music



programs, physical education, Keystone remediation options); Act 80 day (release for common planning); Efficient use of subs for development of plans (elementary level). This planning should involve those responsible for managing, as well as counseling staff and teachers at all levels & departments.

**Start Date:** 8/15/2018    **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Teaming Systems

### *Departmental Data Analysis*

**Description:**

Schedule district-wide, departmental data analysis through strategically placed professional development days. Time will also be allocated for teachers to collaboratively monitor student intervention progress.

**Start Date:** 8/1/2018    **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Teaming Systems

### *Train administrators*

**Description:**

Administrators will be trained in research based, high-impact instructional strategies.

**Start Date:** 6/1/2016    **End Date:** 1/1/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Knowledge of Instructional Strategies

### *Professional Development Opportunities*

**Description:**

Teachers will be provided with professional development opportunities on proven effective instructional strategies. These could be in-house workshops or workshops provided by outside providers.

**Start Date:** 8/1/2016      **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Knowledge of Instructional Strategies

### *Parent Support*

**Description:**

Provide parents with support for effective home strategies to support students academically

**Start Date:** 9/1/2016      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Knowledge of Instructional Strategies

**Goal #3:** Community Engagement: Further engage parents, students, staff, and community members in the culture and climate of our schools. Also, to periodically examine enrollment trends, staffing, and facilities use to maintain high quality programs and services for students, as well as fiscal responsibility.

**Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Stakeholder surveys

Specific Targets: Increase in response rates, engagement, affirmative responses to questions about engagement/climate/culture/fiscal responsibility

***Strategies:***

*Welcoming Environment*

**Description:**

Create a welcoming environment for visitors entering all schools. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

*Board and Community Engagement*

**Description:**

Increase Board and community engagement. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

*School/Family Communication*

**Description:**

Enhance skills and opportunities for two-way communication between school and family to increase engagement. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Caring Relationships*

**Description:**

Identify caring adult relationships for each child in each school and within the community. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Facilities Use Review*

**Description:**

Convene a stakeholder committee to examine enrollment trends, staffing, and facilities use once every two years and make recommendations to the Board of School Directors as appropriate.

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

### *Implementation Steps:*

#### *Visitor Protocols*

**Description:**

Create and implement unified protocols for greeting visitors at front desk and pick up; provide training for carrying out the “welcome” protocols. Protocols will be developed and training provided to support staff members who staff our offices.

**Start Date:** 2/1/2016      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Welcoming Environment

### *Facilities Changes*

**Description:**

Evaluate building entrances, signage, and office layout without sacrificing safety: prioritize facilities changes required to fulfill customer service obligations. Report will be developed by a group that includes the following individuals: District and School Safety Committees, School Climate and Culture Committee, Building Administrators and designees and Director of Facilities, Emergency Management Team members

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

**Program Area(s):**

**Supported Strategies:**

- Welcoming Environment

### *Meet and Greets*

**Description:**

Provide other opportunities for family and staff meet and greets, such as back to school nights, ice cream socials, BBQ nights, etc.

**Start Date:** 8/1/2016      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Welcoming Environment

### *Key Communicators*

**Description:**

Develop key communicators list within the community and provide venue for regular meetings with School Board and Superintendent

**Start Date:** 8/1/2016      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Welcoming Environment

### *Broadcast Board Meetings*

**Description:**

Broadcast or record regular board meetings.

**Start Date:** 9/1/2016      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Board and Community Engagement

### *Board Member Profiles*

**Description:**

Develop and share School Board member video profiles via our website.

**Start Date:** 1/1/2016      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Board and Community Engagement

### *Board Member Tools*

**Description:**

Provide Board members with technological tools and training to enhance communication with constituents.

**Start Date:** 9/1/2016    **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Board and Community Engagement

### *Student Board Representatives*

**Description:**

Expand student reports to include happenings from all buildings K-12; study criteria and scheduling for Board recognition; possibly change of time and structure of meeting to accommodate recognitions each month.

**Start Date:** 9/1/2016    **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Board and Community Engagement

### *Video Library/Workshops*

**Description:**

Develop video library and mini workshops to educate parents and community members about new concepts and programs utilized in the school district. This work would involve: Director of Community Relations and Development, Tech leaders, professional staff, administrators, students in Video 2/3 classes.

**Start Date:** 6/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- School/Family Communication

### *Analyze Data*

**Description:**

Collect and analyze real-time data regarding concerns and/or accolades for the quality of services we provide in district.

**Start Date:** 9/1/2016    **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- School/Family Communication

### *Online Resource Guide*

**Description:**

Develop an online, interactive resource guide for students

**Start Date:** 9/1/2017    **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- School/Family Communication

### *Increased Communication*

**Description:**

Develop more opportunities for two-way communication to support student education and achievement (face-to-face, social media, online grading, classroom news, and other technological means). Set the standards for two-way communication and provide professional development to meet the standard.

**Start Date:** 6/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education



**Supported Strategies:**

- School/Family Communication

*Mentoring Program***Description:**

Develop and implement a mentoring program establishing characteristics of positive role models/ relationships.

**Start Date:** 9/1/2016      **End Date:** 6/30/2019

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

**Supported Strategies:**

- Caring Relationships

*Recognition Program***Description:**

Develop a recognition program to acknowledge those names as positive role models

**Start Date:** 9/1/2017      **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Caring Relationships

*Stakeholder Committee***Description:**

Convene a stakeholder committee to examine enrollment trends, staffing, and facilities use once every two years and make recommendations to the Board of

School Directors. Study could include a professional demographic study, the cost of which is included in this action step.

**Start Date:** 9/1/2017      **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Facilities Use Review

**Goal #4:** Leadership Development: Develop leadership skills in all students.

**Related Challenges:**

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: January 2018 Community Surveys

Specific Targets: Community (students, staff, parents) will demonstrate awareness of leadership skills to be developed by level

Type: Annual

Data Source: June 2018 PD survey

Specific Targets: Opportunities for leadership skill development will be identified in current curriculum

Type: Annual

Data Source: June 2019 student records

Specific Targets: Student records (portfolio, Link-It, etc.) will contain a log of VSE as well as the development of leadership skills at each level

### ***Strategies:***

#### ***Volunteer Service Experience Program***

##### **Description:**

Continue to develop and expand the Volunteer Service Experience program to include all grade levels. See associated actions steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Curriculum Framework

#### ***Leadership in the Curriculum***

##### **Description:**

Leadership opportunities for all students K-12 will be embedded into the curriculum. See associated actions steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Curriculum Framework

#### ***Define Leadership Skills***

##### **Description:**

Clearly define leadership skills to be developed, grades K-12. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Curriculum Framework

### ***Implementation Steps:***

#### ***Research Current Models***

##### **Description:**

Research current models of leadership development for school age students:

- Relational Leadership Model
- Social Change Model
- Five **Practices** of Exemplary Leadership
- Applied Learning Standards “New Standards”
- Student Leadership Competencies
- Developmental Leadership
- National Clearinghouse for Leadership Development

**Start Date:** 1/1/2016     **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Define Leadership Skills

### *Select Skills*

**Description:**

Select leadership skills to be developed at each level (K-3, 4-5, 6-8, 9-12)

**Start Date:** 9/1/2016     **End Date:** 1/31/2017

**Program Area(s):**

**Supported Strategies:**

- Define Leadership Skills

### *Publicize Skills*

**Description:**

Publicize selected leadership skills to be developed at each level (K-3, 4-5, 6-8, 9-12)

**Start Date:** 6/1/2017      **End Date:** 10/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Define Leadership Skills

### *VSE Opportunities*

**Description:**

On-going research and documentation of VSE opportunities within the school and community; Explore a school wide or grade level volunteer day of service for students.

**Start Date:** 9/1/2016      **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Volunteer Service Experience Program

### *VSE Leadership Roles*

**Description:**

Provide opportunities for leadership roles within the VSE

**Start Date:** 1/1/2016      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Volunteer Service Experience Program

### *Expand VSE*

**Description:**

Expand VSE (Volunteer Service Experience) to include grades 8, 11, and 12 and explore primary (Grades K-3) experiences. Follow up will be completed student self-reflection forms verifying leadership skills developed and time cards (record of volunteer hours).

**Start Date:** 9/1/2016      **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Volunteer Service Experience Program

*Record of Experiences***Description:**

Develop a record for each student's experiences in the VSE and leadership skills incorporated in their experiences. This would be in the form of completed student self-reflection forms, time cards (record of volunteer hours), and student records (i.e. PowerSchool, student digital portfolios, Link-It, etc)

**Start Date:** 10/1/2017      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Volunteer Service Experience Program

*Review Curriculum***Description:**

Review current curriculum for natural connections to identified leadership skills, initially focusing on guidance including mentoring program, English, science, and social studies curriculum. Identify and document natural connections in each area and level.

**Start Date:** 8/1/2017      **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Leadership in the Curriculum

### *Consistent Implementation of Curriculum*

**Description:**

Support consistent implementation of identified curriculum leadership ties. Teachers will be provided with staff development time (two half days per year) to discuss implementation by grade level or department.

**Start Date:** 8/1/2017      **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Leadership in the Curriculum

### *Measuring Leadership Skill Development*

**Description:**

Create and implement a system for measuring each student's development of identified leadership skills

**Start Date:** 8/1/2017      **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Leadership in the Curriculum

### *Modify, Adjust, Enhance Curriculum*

**Description:**

Modify, adjust, and enhance curriculum to address identified gaps in leadership skill development. Identify gaps and create curricular activities to fill gaps developed at each level.

Note: Professional development steps here can be combined with Consistent Implementation action step.

**Start Date:** 9/1/2018      **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Leadership in the Curriculum

**Goal #5: Enriching Environment:** Create a safe school and positive community environment through the use of prevention, intervention, and on-going follow-up strategies implemented in an effective, consistent manner. Expand mental health supports for students.

**Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Training Records

Specific Targets: All staff trained (district employees, bus drivers) in Intro to Restorative Practices and Using Circles Effectively

Type: Annual

Data Source: Communication records



Specific Targets: Key communicators informed (parents, PTO's/PTA's, SPLC, community groups, and school board members) about Restorative Practices

Type: Interim

Data Source: Meeting minutes

Specific Targets: Minutes from District Climate Culture Committee indicating progress toward goals

Type: Interim

Data Source: Attitude surveys

Specific Targets: Student, staff and parent attitude surveys/interviews indicate decrease in bullying and increase in items related to culture

Type: Interim

Data Source: Discipline referrals and bullying reports

Specific Targets: Discipline referrals, bullying/harassment reports will decrease

Type: Annual

Data Source: PAYS Survey (Gr. 8, 10, 12) 2014-2019

(Potentially include Gr. 6 beginning 2015-2016)

Specific Targets: No specific targets. Data will be reviewed annually to monitor trends reported by students. (Note: This is very subjective data based upon student report. Data will be reviewed, but might not accurately reflect effectiveness.)

Type: Interim

Data Source: Frequency and duration data of student hospitalizations 2015-2019

Specific Targets: Hospitalization data will be collected and reviewed each year in an effort to identify trends.\*

\*This data is important, but may not accurately reflect effectiveness as increased numbers MAY actually reflect increased receptivity of students to avail themselves of mental health services.

Type: Interim

Data Source: Group counseling data 2014-2019

Specific Targets: Student data will be collected each year.\*

\*This data is important, but may not accurately reflect effectiveness as increased numbers MAY actually reflect increased receptivity of students to avail themselves of mental health services.

Type: Annual

Data Source: Dropout Prevention Data 2016-2019

Specific Targets: 2% decline each year in the dropout rate for students with IEPs. By 2019 a dropout rate of 10% or lower for students with IEPs.

## ***Strategies:***

### ***Restorative Practices Training***

#### **Description:**

Train all staff (district employees, bus drivers) in Intro to Restorative Practices and Using Circles Effectively. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Inform Key Communicators*

**Description:**

Inform key communicators (parents, PTO's/PTA's, SPLC, community groups and school board members) about Restorative Practices. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Effective PBS Programs*

**Description:**

Provide effective programs across all buildings/levels which celebrate student successes and build positive relationships. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Educate Parents & Students*

**Description:**

Educate students and parents about bullying/harassment. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Attitude Surveys & Interview Questions*

**Description:**

Develop attitude surveys and interview questions to be given to parents and students. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Expand Supports*

**Description:**

Expand Mental Health supports within district to meet the needs of students in crisis and/or having been hospitalized (full or partial). See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Mental Health First Aid Training*

**Description:**

Provide Youth Mental Health First Aid training for all professional staff, instructional assistants and building secretaries. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Evaluate School Counseling Services*

**Description:**

Establish a district committee to review the school counselor needs across the district, taking into consideration student enrollment trends, student needs, state and professional organization recommended staffing levels, etc. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *PALMS Emotional Support Services*

**Description:**

Realign special education teacher assignments to assign one teacher with an emotional support focus to support students at the middle school with emotional support needs and behavior plans. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### *Check and Connect*

**Description:**

Implement Check and Connect program to provide mentoring for students at risk of dropout at both the high school and middle school. See associated action steps for how the LEA plans to implement this strategy.

**SAS Alignment:** Safe and Supportive Schools

### ***Implementation Steps:***

#### ***Train Staff in Restorative Practices***

**Description:**

All staff will be trained in Intro to RP and Using Circles Effectively.

**Start Date:** 9/1/2015      **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Restorative Practices Training

#### ***Key Communicators***

**Description:**

Establish parent/community group meetings for district trainers to share info about RP. Parents, coaches, community groups, and school board members will be introduced to RP and artifacts will be available.

Note: Consider available "community engagement grants" as incentives for attendance

**Start Date:** 9/1/2016      **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Inform Key Communicators

### *Climate and Culture Committee*

**Description:**

Create a District Climate/Culture Committee to share/discuss successful programs and to make recommendations to building principals that will be used to build positive relationships and celebrate student successes at the building level. Meeting notes from District Climate Culture Committee in 2016-2017 will provide recommendations for implementation. The DCCC will develop a list of programs that have implemented across the district to meet the goal and publish for district administration and school board. (2017-2018)

**Recommendations for Implementation:**

- Across the board representation from each stakeholder group on the district committee (i.e. PTO member, support staff, student, administrator, teacher, counselor, bus driver, etc.)
- Funding may need to be allocated later in the plan to carry out programs as established by the DCCC.

**Start Date:** 8/1/2016      **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Effective PBS Programs

### *Student and Parent Training*

**Description:**

Students and parents will learn about the difference between bullying/harassment vs. conflict and be able to:

- locate and complete the bullying/harassment reporting form on the building level's website.

- locate board policy and administrative regulations
- understand the investigation process

Note: All new parents/students should be educated. Funds may need to be allocated throughout the life of the plan.

**Start Date:** 3/1/2017      **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Educate Parents & Students

### *Develop Survey & Interview Questions*

**Description:**

Attitude surveys/interview questions will be developed and administered to students and parents as an indicator to determine the effectiveness of the plan. Surveys and interview questions will be developed and administered during the school year.

Notes:

- May need to fund mailing costs
- It is the strong feeling of the committee that we also contact those who have left Palisades for other schools including private and cyber options and those who dropped out to find out the reason(s) they left us.

**Start Date:** 3/1/2017      **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Attitude Surveys & Interview Questions

### *Social Work Services*

**Description:**

Contract with a private agency for a school social worker to closely work with and monitor the needs of students who are in crisis and/or who are returning from hospitalization (full or partial).

- 2015-2016 – 3hrs 3 days a week
- 2016-2017 – 3hrs 3-5 days a week
- 2017-2018 – 3hrs 3-5 days a week
- 2018-2019 – 3hrs 3-5 days a week

**Start Date:** 9/1/2015      **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Expand Supports

*Staff Development Plan for YMHFA***Description:**

Develop a staff development plan schedule to train all professional staff, instructional assistants, and building secretaries in Youth Mental Health First Aid by June 2019.

**Start Date:** 9/1/2015      **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Mental Health First Aid Training

*Additional Trainers***Description:**

Palisades will explore additional trainer options:



- Secure training for another 1-3 palisades staff, and/or Secure trainers from local agencies

Note: Fees below will not be necessary if training is provided in the summer as it has been in the past

**Start Date:** 11/1/2015      **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Mental Health First Aid Training

### *Counseling Services Committee*

**Description:**

Development of a district committee comprised of 1-2 School Board members, district and building administrators, school counselors, teachers and parents. The committee will review enrollment trends, student needs, recommended staffing levels. The committee will work through Educational Programs and Services to finalize possible recommendations for the District.

**Start Date:** 1/1/2016      **End Date:** 6/30/2016

**Program Area(s):** Student Services

**Supported Strategies:**

- Evaluate School Counseling Services

### *Staffing Reconfiguration at PALMS*

**Description:**

Administrative review of special education staff to identify staffing reconfiguration at PALMS to create a middle school emotional support position.

**Start Date:** 3/1/2016      **End Date:** 6/30/2016

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

**Supported Strategies:**

- PALMS Emotional Support Services

*Train Mentors***Description:**

Train mentors to provide Check and Connect program

- 4-8 mentors by 2016-2017
- 2 additional mentors in 2nd and 3rd years

Goal is to have mentors trained and the program in place for 10% of high school and middle school students

**Start Date:** 9/1/2015      **End Date:** 6/30/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- Check and Connect

**Goal #6: Technology Integration:** Create the infrastructure necessary to support 21st century educational practices in Palisades. Ensure that instructional technologies available in Palisades are used to their maximum effect to support student achievement, growth, and engagement.

**Related Challenges:**

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Equipment Inventory

Specific Targets: One device per student available during the school day in grades 4-12, with enhanced access to students in grades K-3

Type: Annual

Data Source: Parent Survey

Specific Targets: All students have access to reliable, high speed internet connection

Type: Interim

Data Source: Walkthrough Tool - Beginning Fall of 2017

Specific Targets: Data gathered through the systematic and consistent use of the technology walkthrough tool developed.

Type: Interim

Data Source: Student Work - Beginning Spring/Fall 2018

Specific Targets: Review of students' work on HS Portfolio and 8th Grade Project by PLCs and administrative team with reference to ISTE standard/SAMR model rubrics.

## ***Strategies:***

### ***1:1 Access to Devices***

#### **Description:**

Ensure 1:1 access to devices for all students in grades 4-12 and enhanced digital access for students in grades K-3

**SAS Alignment:** Materials & Resources

### ***Teacher Devices***

#### **Description:**

Ensure up to date devices for teacher use

**SAS Alignment:** Materials & Resources

### *Reliable, High Speed Internet*

**Description:**

Ensure all students have access to a reliable, high speed internet connection

**SAS Alignment:** Materials & Resources

### *Bandwidth*

**Description:**

Ensure that bandwidth is sufficient to support increased demand

**SAS Alignment:** Materials & Resources

### *Classroom Furniture*

**Description:**

Transition classroom furniture/layout/design to those more conducive to 21st century learning

**SAS Alignment:** Materials & Resources

### *Standards/Scope and Sequence*

**Description:**

To ensure that transformative and engaging instructional technology is implemented throughout the district to foster student success. (standards/scope and sequence)

**SAS Alignment:** Standards, Instruction

### *Professional Development*

**Description:**

Create flexible and sustainable professional development model for teachers, administrators, and community (including parents and students); setting standards and expectations.

**SAS Alignment:** Standards, Instruction

### *Baseline & Measurement Tool*

**Description:**

Develop a baseline for current technology integration and a mechanism to measure growth moving forward.

**SAS Alignment:** Standards, Instruction

### *Implementation Steps:*

#### *1:1 Proposal Development*

**Description:**

Develop equipment acquisition proposals to be presented to Superintendent and Board of School Directors. Three possible proposals:

#1 - 1:1 District-owned program with fee for insurance (take home devices only)

#2 - 1:1 Lease-to-Own Program

#3: 1:1 Hybrid BYOD and District-Owned Program

Proposals must:

- be developed by a team that will include tech leaders, business office representative, building administrator(s), classroom teachers, Director of Technology, IT staff, Assistant Superintendent, parent(s)
- incorporate the results of the comprehensive plan survey information gathered during Spring, 2015
- include advantages, disadvantages, costs

- be presented to Education Programs and Services in Fall, 2016 for possible inclusion in the 2017-2018 budget

**Start Date:** 11/30/2015      **End Date:** 9/30/2016

**Program Area(s):** Educational Technology

**Supported Strategies:**

- 1:1 Access to Devices

### *Chromebook Acquisition*

**Description:**

Continue acquisition of district-owned Chromebook carts to expand access as we work toward a 1:1 solution. Include five carts in 2015-2016 budget (one for each building).

**Start Date:** 11/30/2015      **End Date:** 9/30/2016

**Program Area(s):** Educational Technology

**Supported Strategies:**

- 1:1 Access to Devices

### *Action Plan Development*

**Description:**

Develop detailed action plan based on proposal selected by the Board of School Directors.

Action plan must be developed by a team that will include tech leaders, business office representative, building administrator(s), classroom teachers, Director of Technology, IT staff, Assistant Superintendent, parent(s)

Action plan must include:

- timeline

- budget
- vendor
- deployment schedule
- parent education/outreach
- implementation support
- coordination with instructional technology action plan
- a comprehensive plan for charging and secure device storage

Action plan must also recognize the need to periodically update specialty labs (CAD, Digital Music, TV/Video, Business, Computer Programming), since all necessary instructional applications cannot be conducted on Chromebooks.

Reference sources for use in development:

<http://www.eschoolnews.com/2015/08/10/one-to-one-fail-462/>

<http://www.futurereadyschools.org/site/default.aspx?PageID=1>

**Start Date:** 9/1/2016     **End Date:** 12/15/2016

**Program Area(s):** Educational Technology

**Supported Strategies:**

- 1:1 Access to Devices

### *Teacher Device Refresh*

**Description:**

Develop a refresh cycle for teacher development.

**Start Date:** 9/1/2016     **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Teacher Devices

### *Parent Survey*

#### **Description:**

Survey parents to determine which students do/do not have reliable, high speed internet connections at home and what factors prevent them from having it.

**Start Date:** 4/1/2016      **End Date:** 6/30/2016

**Program Area(s):** Educational Technology

#### **Supported Strategies:**

- Reliable, High Speed Internet

### *Fill Broadband Gaps*

#### **Description:**

Determine and carry out separate action plans to fill gaps, based on needs identified.

Financial Need - provide mobile hotspots

Poor/Lacking Service - connect with service providers & townships to leverage relationships and pressure providers

All - extend library hours, consider using TN and SPR libraries as accessible hotspot locations

**Start Date:** 4/1/2016      **End Date:** 6/30/2017

**Program Area(s):** Educational Technology

#### **Supported Strategies:**

- Reliable, High Speed Internet

### *Bandwidth*



**Description:**

Continue to upgrade Internet bandwidth to keep up with demand.

**Start Date:** 1/30/2016      **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Bandwidth

*Upgrade Wireless Network***Description:**

Upgrade the wireless network to address the needs of a 1:1 initiative.

**Start Date:** 12/1/2016      **End Date:** 9/1/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Bandwidth

*Upgrade Wired Network***Description:**

Maintain and upgrade the wired network to meet the growing demands of a 1:1 initiative.

**Start Date:** 12/1/2016      **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Bandwidth

### *Classroom Layout and Furniture*

#### **Description:**

Instead of replacing traditional desks and chairs piecemeal in schools, leverage the furniture replacement cycle to include outfitting one or two classrooms each year with more flexible, collaborative furniture.

**Start Date:** 12/1/2016      **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

#### **Supported Strategies:**

- Classroom Furniture

### *Scope and Sequence*

#### **Description:**

Design K-8 educational technology scope and sequence aligned to ISTE standards. Deploy scope and sequence for all teachers, including evidence in lessons and artifacts for evaluation.

**Start Date:** 7/1/2016      **End Date:** 9/1/2017

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

#### **Supported Strategies:**

- Standards/Scope and Sequence

### *Portfolio Components*

#### **Description:**

Implement portfolio components at the high school that effectively meet ISTE standards for all students

**Start Date:** 7/1/2016    **End Date:** 9/1/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Standards/Scope and Sequence

### *8th Grade Project*

**Description:**

Incorporate technology use consistent with the ISTE standards into the 8th Grade Project especially as it relates to the production of content for an audience.

Note: Current thinking with regard to the eighth grade project includes students producing content around a central theme or idea. We have interest in students producing the content for a genuine audience.

**Start Date:** 9/1/2017    **End Date:** 6/30/2019

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

**Supported Strategies:**

- Standards/Scope and Sequence

### *PLCs and PSD Unconference*

**Description:**

Development of PLCs and at least 1 unconference yearly. PLC will be the vehicle for the exploration and development of scope and sequence strategy. Building level PLCs, led by building admin and tech leaders, are meeting monthly to explore best practices in instructional technology and explore use cases. Use existing structuring to create time and develop a community of friends protocol. Administrators should actively participate in the PLC.

First Palisades “unconference” planned to be led by teachers in 2017.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

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

**Supported Strategies:**

- Professional Development

### *Community Tech Event*

**Description:**

Create Community Tech event schedule for parents and community.

Note: Marketing will be key to assure parent/community attendance at events.

**Start Date:** 9/1/2017      **End Date:** 6/30/2019

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Professional Development

### *Walkthrough Tool*

**Description:**

Develop a district wide non-evaluative walkthrough tool to measure the technology integration in the classroom

**Start Date:** 4/1/2017      **End Date:** 9/1/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Baseline & Measurement Tool

### *Student Work Audit*

**Description:**

Develop a tool to review completed student work with reference to ISTE standards and SAMR model. Develop a process for using this tool to “autopsy” a random sample of student work at the end of each school year.

**Start Date:** 4/1/2017      **End Date:** 6/30/2018

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

**Supported Strategies:**

- Baseline & Measurement Tool

# Appendix: Professional Development Implementation Step Details

| End                               |           | Title                         | Description   |    |              |                  |
|-----------------------------------|-----------|-------------------------------|---|----|--------------|------------------|
| 2016                              | 6/30/2017 | Expand Medical Career Pathway | Expand the medical career pathway program to include rigorous coursework and expanded field experiences by offering students the opportunity to enroll in the program for the start of the 2016-17 school year. Success will be determined by the number of new students participating in the program. This will involve HS Principal, Science Department Chairperson, Science Department Faculty members, School Counselors, Assistant Superintendent, Community Partners. |    |              |                  |
| Person Responsible                |           | SH                            | S   | EP | Provider     | Type             |
| HS Principal;<br>Department Heads |           | 3.0                           | 2   | 8  | Palisades SD | School<br>Entity |

## Knowledge

The science department will explore industry programming and academic needs. They will also develop partnerships for organizations that will host students during internship experiences.

## Supportive Research

See: Solberg, V. S. H., Gresham, S., Phelps, L. A., Durham, J., & Haakenson, K. (August, 2010). Impact of exposure to quality learning experiences on career development. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118<sup>th</sup> Annual Convention of the American Psychological Association, San Diego, CA.

Resources and support - <http://www.nj.gov/education/cte/resources/tools/exploration.htm> and <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/using-career-interest-inventories-to-inform-career-planning>

## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification assignment.  
Empowers educators to work effectively with parents and community partners.

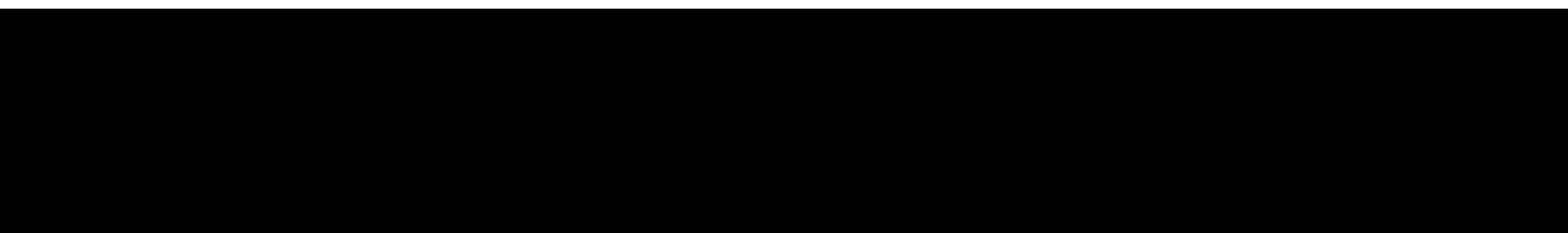
For school and district administrators, and other educators seeking leadership roles:

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

Professional Learning Communities

### Training Format

|                             |   |                           |   |
|-----------------------------|---|---------------------------|---|
| <b>Participant Roles</b>    | Classroom teachers                            | <b>Grade Levels</b>       | High (grades 9-12)                            |
|                             | Principals / Asst. Principals                 |                           |   |
| <b>Follow-up Activities</b> | Development of Medical Career Pathway Program | <b>Evaluation Methods</b> | Participant survey                            |
|                             |   |                           | Development of Medical Career Pathway Program |



| End                              |           | Title                            |          |           | Description   |                  |
|----------------------------------|-----------|----------------------------------|----------|-----------|---|------------------|
| 2016                             | 3/15/2017 | Finalize Business Career Pathway |          |           | Develop the final components of the Business Career Pathways program, which includes industry certifications and expansion of the community partnerships database. The career pathway will be complete with a definitive list of options, industry certifications and community partners that can be used for internship experiences. |                  |
| <b>Person Responsible</b>        |           | <b>SH</b>                        | <b>S</b> | <b>EP</b> | <b>Provider</b>   | <b>Type</b>      |
| HS Principal;<br>Department Head |           | 3.0                              | 2        | 4         | Palisades SD  | School<br>Entity |

### Knowledge

Department members will deepen their understanding of available industry certifications for students and develop additional community partners.

## Supportive Research

See: Solberg, V. S. H., Gresham, S., Phelps, L. A., Durham, J., & Haakenson, K. (August, 2010). Impact of exposure to quality learning experiences on career development. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118<sup>th</sup> Annual Convention of the American Psychological Association, San Diego, CA.

Resources and support - <http://www.nj.gov/education/cte/resources/tools/exploration.htm> and <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/using-career-interest-inventories-to-inform-career-planning>

## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

Professional Learning Communities

## Training Format

### Participant Roles

Classroom teachers  
Principals / Asst. Principals

### Grade Levels

High (grades 9-12)

### Follow-up Activities

List of options for industry certifications and community partners

### Evaluation Methods

Participant survey  
List of options for industry certification community partners

| End  |            | Title                                      | Description  |
|------|------------|--|--|
| 2016 | 12/31/2016 | Art, Engineering and Design Career Pathway | Develop programming for an Art, Engineering, and Design Career Pathway. The proposed pathway program will be presented the EPS Board Committee. This |



Career Pathway will be offered to students and parents in the 2017-18 course study/curriculum Guide. This work will involve the following individuals: HS Principal, Art & Design Department Chairperson, Art & Design Department Faculty members, School Counselors, Assistant Superintendent, Community Partners

| Person Responsible | SH  | S | EP | Provider     | Type          |
|--------------------|-----|---|----|--------------|---------------|
| PHS Principal      | 3.0 | 2 | 5  | Palisades SD | School Entity |

### Knowledge

The Art & Design department will need time to explore industry programming and academic needs. They also need time to develop partnerships for organizations that will host students during internship experiences.

### Supportive Research

See: Solberg, V. S. H., Gresham, S., Phelps, L. A., Durham, J., & Haakenson, K. (August, 2010). Impact of exposure to quality learning experiences on career development. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118<sup>th</sup> Annual Convention of the American Psychological Association, San Diego, CA.

Resources and support - <http://www.nj.gov/education/cte/resources/tools/exploration.htm> and <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/using-career-interest-inventories-to-inform-career-planning>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

Professional Learning Communities

### Training Format

### Participant Roles

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex Dir  
School counselors

### Grade Levels

High (grades 9-12)

### Follow-up Activities

### Evaluation Methods

- Art, Engineering & Design Career Pathway Proposal

- Participant survey
- Art, Engineering & Design Career Pathway Proposal

| End  |           | Title                                | Description  |           |                 |               |
|--|-----------|--------------------------------------|--|-----------|-----------------|---------------|
| 2017   | 6/30/2018 | International Studies Career Pathway | Develop programming for an International Studies Pathway. The proposed program will be presented to the Board Committee EPS. This Career Pathway will be offered to students and parents in the 2017-18 course of study-curriculum. This step will involve the following individuals: HS Principal, World Language Department Chairperson, World Language Department Faculty members, School Counselors, Assistant Superintendent, Community Partners. |           |                 |               |
| <b>Person Responsible</b>                      |           | <b>SH</b>                            | <b>S</b>   | <b>EP</b> | <b>Provider</b> | <b>Type</b>   |
| PHS Principal; World Language Department Chair |           | 3.0                                  | 2  | 10        | Palisades SD    | School Entity |

### Knowledge

The World Language department will need time to explore industry programming and academic needs. They will also need time to develop partnerships for organizations that will host students during internship experiences.

### Supportive Research

See: Solberg, V. S. H., Gresham, S., Phelps, L. A., Durham, J., & Haakenson, K. (August, 2010). Impact of exposure to quality learning experiences on career development. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118<sup>th</sup> Annual Convention of the American Psychological Association, San Diego, CA.

Resources and support - <http://www.nj.gov/education/cte/resources/tools/exploration.htm> and <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/using-career-interest-inventories-to-inform-career-planning>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification assignment.  
Empowers educators to work effectively with parents and community partners.

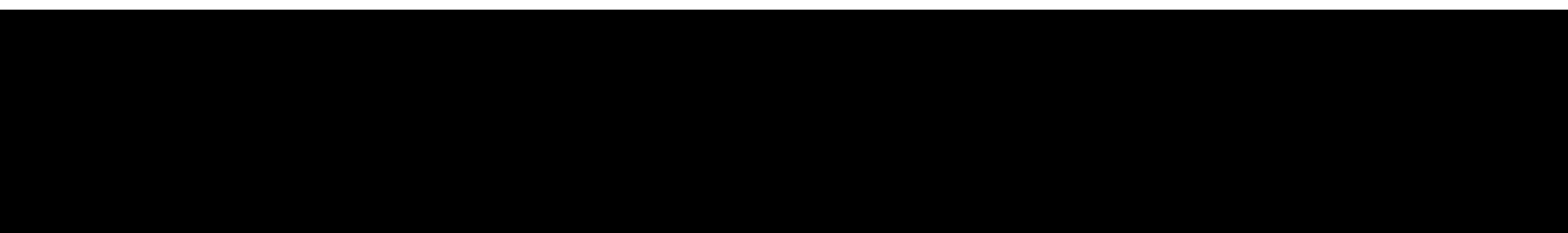
For school and district administrators, and other educators seeking leadership roles:

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

Professional Learning Communities

### Training Format

|                             |   |                           |   |
|-----------------------------|---|---------------------------|---|
| <b>Participant Roles</b>    | Classroom teachers  | <b>Grade Levels</b>       | High (grades 9-12)                                  |
|                             | Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex Dir<br>School counselors |                           |   |
| <b>Follow-up Activities</b> | Development of International Studies Pathway  | <b>Evaluation Methods</b> | Participant survey<br>International Studies Pathway |
|                             |   |                           |   |



| End  |           | Title                                     |  |  | Description  |  |
|------|-----------|---|--|--|--|--|
| 2017 | 6/30/2018 | Agriculture & Horticulture Career Pathway |  |  | Explore science pathways for Agriculture and Horticulture. Recommendations for further development or not to develop will be made to the Board Committee EPS. If Career Pathway is recommended, further development should occur during the 2018-19 school year. This work should include the following individuals: HS Principal, Science Department Chairperson, Science Department Faculty members, School Counselors, Assistant Superintendent, Community Partners |  |

**Person Responsible**   **SH**   **S**   **EP**   **Provider**   **Type**   **A**

HS Principal; Science 3.0 2 8 Palisades SD  
Department Chair

School  
Entity

### Knowledge

The Science department will need time to explore industry programming and academic needs. They will need time to develop partnerships for organizations that will host students during internship experiences.

### Supportive Research

See: Solberg, V. S. H., Gresham, S., Phelps, L. A., Durham, J., & Haakenson, K. (August, 2010). Impact of exposure to quality learning experiences on career development. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118<sup>th</sup> Annual Convention of the American Psychological Association, San Diego, CA.

Resources and support - <http://www.nj.gov/education/cte/resources/tools/exploration.htm> and <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/using-career-interest-inventories-to-inform-career-planning>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

Professional Learning Communities

### Training Format

### Participant Roles

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex Dir  
School counselors

### Grade Levels

High (grades 9-12)

### Follow-up Activities

- Development of Agriculture & Horticulture Pathway Proposal

### Evaluation Methods

Participant survey  
Agriculture and Horticulture Pathway Proposal

|                               |   |
|-------------------------------|---|
| <b>Knowledge</b>              | <p>The Music department will need time to explore industry programming and academic needs. They will also need time to develop partnerships for organizations that will host students during internship experiences.</p>  |
| <b>Supportive Research</b>    | <p>See: Solberg, V. S. H., Gresham, S., Phelps, L. A., Durham, J., &amp; Haakenson, K. (August, 2010). Impact of exposure to quality learning experiences on career development. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118<sup>th</sup> Annual Convention of the American Psychological Association, San Diego, CA.</p> <p>Resources and support - <a href="http://www.nj.gov/education/cte/resources/tools/exploration.htm">http://www.nj.gov/education/cte/resources/tools/exploration.htm</a> and <a href="http://www.ncwd-youth.info/innovative-strategies/practice-briefs/using-career-interest-inventories-to-inform-career-planning">http://www.ncwd-youth.info/innovative-strategies/practice-briefs/using-career-interest-inventories-to-inform-career-planning</a></p> |
| <b>Designed to Accomplish</b> | <p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p><br><p>For classroom teachers, school counselors and education specialists:</p><br><p>For school and district administrators, and other educators seeking leadership</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership</p>   |

roles:

Professional Learning Communities

**Training Format**

|                             |                                  |                           |                                  |
|-----------------------------|----------------------------------|---------------------------|----------------------------------|
| <b>Participant Roles</b>    | Classroom teachers               | <b>Grade Levels</b>       | Middle (grades 6-8)              |
|                             | Principals / Asst. Principals    |                           | High (grades 9-12)               |
|                             | Supt / Ast Supts / CEO / Ex Dir  |                           |                                  |
|                             | School counselors                |                           |                                  |
| <b>Follow-up Activities</b> | Performing Arts Pathway Proposal | <b>Evaluation Methods</b> | Participant survey               |
|                             |                                  |                           | Performing Arts Pathway Proposal |

| <b>End</b>   |           | <b>Title</b>         |          |           | <b>Description</b>  |               |
|--|-----------|----------------------|----------|-----------|---|---------------|
| 2016   | 1/31/2017 | Establish benchmarks |          |           | Establish benchmarks in grades K-12 in reading, writing, and math. A document of established benchmarks will be created for each level. |               |
| <b>Person Responsible</b>                              |           | <b>SH</b>            | <b>S</b> | <b>EP</b> | <b>Provider</b>   | <b>Type</b>   |
| Assistant Superintendent, Department Heads, Principals |           | 3.0                  | 2        | 150       | Palisades SD  | School Entity |

**Knowledge** Understanding of thresholds for student achievement that indicate adequate progress or that indicate a student is in need of intervention.

**Supportive Research** Research on Professional Learning Communities and responsive schools: <http://www.amle.org/Research/ResearchSummaries/PLCs/tabid/2535/Default.aspx>

Research on progress monitoring: [http://www.nasponline.org/publications/booksproducts/bp5samples/141\\_bpv122\\_8.pdf](http://www.nasponline.org/publications/booksproducts/bp5samples/141_bpv122_8.pdf)

National Center on Student Progress Monitoring: <http://www.studentprogress.org/weblibrary.asp>

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessment, 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.

Professional Learning Communities

**Training Format**

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex Dir  
Other educational specialists

**Grade Levels**

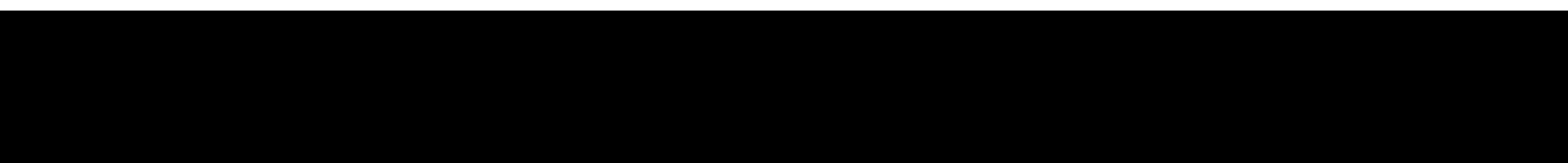
Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

**Follow-up Activities**

Analysis of student work, with administrator and/or peers

**Evaluation Methods**

Classroom student assessment data



| End                |           | Title                 |   |    | Description   |      |
|--------------------|-----------|-----------------------|---|----|---|------|
| 2016               | 6/30/2017 | Formative Assessments |   |    | Ensure that common, authentic, formative assessments are in place at each grade level. A document of identified assessments will be created for each level. |      |
| Person Responsible |           | SH                    | S | EP | Provider  | Type |

Assistant  
Superintendent,  
Department Heads,  
Principals

3.0 3 150 Palisades SD

Non-  
profit  
Organiza-  
tion

## Knowledge

Teachers may need training in the development of authentic formative assessments and will need facilitator time to develop them

Authentic assessment resources at the University of Wisconsin -  
<http://www.uwstout.edu/soe/profdev/assess.cfm>

## Supportive Research

Authentic assessment toolbox - <http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm>

From Grant Wiggins *The Case for Authentic Assessment* - <http://files.eric.ed.gov/fulltext/ED328611.pdf>

Defining authentic classroom assessment - <http://pareonline.net/getvn.asp?v=17&n=2>

## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessment, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.  
Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership.

## Training Format

Series of Workshops  
Professional Learning Communities

## Participant Roles

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

## Grade Levels

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

## Follow-up Activities

Analysis of student work, with

## Evaluation Methods

Classroom student assessment data



administrator and/or peers

Review of written reports summarizing instructional activity

| End                       | Title     |                        |          | Description |   |               |
|---------------------------|-----------|------------------------|----------|-------------|---|---------------|
| 2016                      | 6/30/2017 | Data Management System |          |             | Ensure all professional staff members are trained to use the data management system effectively. Teachers and departments will review the data points of c assessments already in place while reviewing any additional pieces of data established through the development of formative assessments. |               |
| <b>Person Responsible</b> |           | <b>SH</b>              | <b>S</b> | <b>EP</b>   | <b>Provider</b>   | <b>Type</b>   |
| Assistant                 |           | 3                      | 2        | 150         | LinkIt and Palisades SD   | School Entity |
| Superintendent; Act       |           |                        |          |             |   |               |
| 48 Committee              |           |                        |          |             |   |               |

### Knowledge

Professional staff members will become skilled at maximizing use of our data warehouse system to record and track student progress and adjust instruction accordingly.

### Supportive Research

Research supporting the model of Professional Learning Communities comprised of teachers and administrators who examine student assessment results and work collaboratively to provide interventions and adjust instruction in order to address weaknesses and leverage strengths is extensive. See the following summary of works cited available online: <http://www.amle.org/Research/ResearchSummaries/PLCs/tabid/2535/Default.aspx>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

**Training Format** Series of Workshops

|                          |  |                     |  |
|--------------------------|--|---------------------|--|
| <b>Participant Roles</b> | Classroom teachers<br>Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex Dir | <b>Grade Levels</b> | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
|--------------------------|--|---------------------|--|

|                             |   |                           |                    |
|-----------------------------|---|---------------------------|--------------------|
| <b>Follow-up Activities</b> | Analysis of student work, with administrator and/or peers | <b>Evaluation Methods</b> | Participant survey |
|-----------------------------|---|---------------------------|--------------------|

| End                       |           | Title                      |          |           | Description   |               |
|---------------------------|-----------|----------------------------|----------|-----------|---|---------------|
| 2018                      | 6/30/2019 | Departmental Data Analysis |          |           | Schedule district-wide, departmental data analysis through strategically placed professional development days. Time will also be allocated for teachers to collaboratively monitor student intervention progress. |               |
| <b>Person Responsible</b> |           | <b>SH</b>                  | <b>S</b> | <b>EP</b> | <b>Provider</b>   | <b>Type</b>   |
| Assistant Superintendent  |           | 3                          | 4        | 150       | Palisades SD  | School Entity |

**Knowledge** Understanding of targeted student needs and necessary interventions based on analysis of student data.

**Supportive Research** Research supporting the model of Professional Learning Communities comprised of teachers and administrators who examine student assessment results and work collaboratively to provide interventions and adjust instruction in order to address weaknesses and leverage strengths is extensive. See the following summary works cited available online: <http://www.amle.org/Research/ResearchSummaries/PLCs/tabid/2535/Default.aspx>

**Designed to Accomplish**

|   |  |
|---|--|
| For classroom teachers, school counselors and education | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. |
|---|--|

specialists:

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessment, 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.

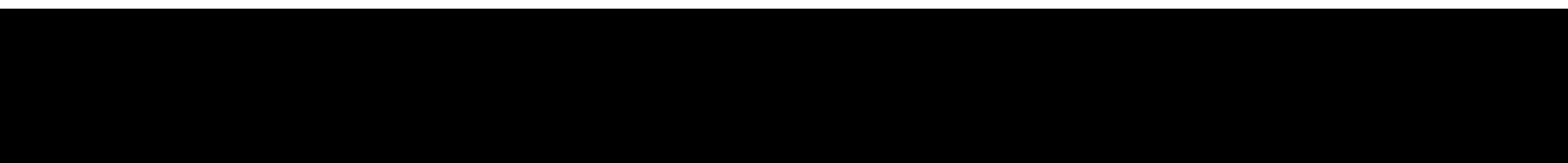
Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

#### Professional Learning Communities

#### Training Format

|                             |  |                           |  |
|-----------------------------|--|---------------------------|--|
| <b>Participant Roles</b>    | Classroom teachers                             | <b>Grade Levels</b>       | Elementary - Primary (preK - grade 1)                    |
|                             | Principals / Asst. Principals                  |                           | Elementary - Intermediate (grades 2-5)                   |
|                             | School counselors                              |                           | Middle (grades 6-8)                                      |
|                             | Other educational specialists                  |                           | High (grades 9-12)                                       |
| <b>Follow-up Activities</b> | Development of individual student action plans | <b>Evaluation Methods</b> | Student PSSA data  |
|                             |  |                           | Standardized student assessment data other than the PSSA |
|                             |  |                           | Classroom student assessment data                        |
|                             |  |                           | Participant survey                                       |



| End                       |          | Title                |          |           | Description   |             |
|---------------------------|----------|----------------------|----------|-----------|---|-------------|
| 2016                      | 1/1/2017 | Train administrators |          |           | Administrators will be trained in research based, high-impact instructional strategies. |             |
| <b>Person Responsible</b> |          | <b>SH</b>            | <b>S</b> | <b>EP</b> | <b>Provider</b>   | <b>Type</b> |

Assistant  
Superintendent

3

2

10

Palisades SD

School  
Entity

## Knowledge

Administrators will be gain knowledge in research based, high-impact instructional strategies.

## Supportive Research

A wealth of research exists regarding instructional practices that are proven effective in raising student performance. Such research will provide the foundation for this training.

## Designed to Accomplish

For classroom teachers, school  
counselors and education  
specialists:

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 ne  
to analyze and use data in instructional decision-making.

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

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

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

## Training Format

Series of Workshops

## Participant Roles

Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex Dir

## Grade Levels

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

## Follow-up Activities

Peer-to-peer lesson discussion

## Evaluation Methods

Participant survey

| End  |           | Title                                  |          |           | Description   |               |
|--|-----------|--|----------|-----------|---|---------------|
| 2016                                       | 6/30/2019 | Professional Development Opportunities |          |           | Teachers will be provided with professional development opportunities on proven effective instructional strategies. These could be in-house workshops or workshops provided by outside providers. |               |
| <b>Person Responsible</b>                  |           | <b>SH</b>                              | <b>S</b> | <b>EP</b> | <b>Provider</b>   | <b>Type</b>   |
| Act 48 Committee; Assistant Superintendent |           | 3                                      | 4        | 150       | Palisades SD  | School Entity |

**Knowledge**

Teachers will increase their knowledge of research-based, high-impact instructional practices.

**Supportive Research**

A wealth of research exists regarding instructional practices that are proven effective in raising student performance. Such research will provide the foundation for this training.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Series of Workshops

**Training Format****Participant Roles**

Classroom teachers

**Grade Levels**

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

**Follow-up Activities**

Creating lessons to meet varied student learning styles

**Evaluation Methods**

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

instructional delivery and professional  
Participant survey

| End                       | Title     |                   |          | Description |  |               |
|---------------------------|-----------|-------------------|----------|-------------|--|---------------|
| 2016                      | 6/30/2019 | Visitor Protocols |          |             | Create and implement unified protocols for greeting visitors at front desk and up; provide training for carrying out the “welcome” protocols. Protocols will be developed and training provided to support staff members who staff our office. |               |
| <b>Person Responsible</b> |           | <b>SH</b>         | <b>S</b> | <b>EP</b>   | <b>Provider</b>  | <b>Type</b>   |
| Building Administrators   |           | 3                 | 1        | 10          | Palisades SD   | School Entity |

### Knowledge

Office staff will be trained on implementing unified protocols for visitors.

### Supportive Research

Research on the impact of school climate on student achievement - [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/School%20Climate%20and%20Student%20Achievement\\_July%202013.pdf](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/School%20Climate%20and%20Student%20Achievement_July%202013.pdf)

School climate practice beliefs and standards - <http://www.schoolclimate.org/publications/practice-briefs>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

Instructs the leader in managing resources for effective results.

**Training Format** Department Focused Presentation

|                          |                      |                     |  |
|--------------------------|----------------------|---------------------|--|
| <b>Participant Roles</b> | Classified Personnel | <b>Grade Levels</b> | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
|--------------------------|----------------------|---------------------|--|

|                             |  |                           |   |
|-----------------------------|--|---------------------------|---|
| <b>Follow-up Activities</b> | Site-specific plan for implementation of protocols | <b>Evaluation Methods</b> | Classroom student assessment data<br>Observation of protocols being implemented |
|-----------------------------|--|---------------------------|---|

| End  | Title     |              |          | Description |  |                    |
|--|-----------|--------------|----------|-------------|--|--------------------|
| 2016   | 6/30/2019 | Analyze Data |          |             | Collect and analyze real-time data regarding concerns and/or accolades for the quality of services we provide in district. |                    |
| <b>Person Responsible</b>  |           | <b>SH</b>    | <b>S</b> | <b>EP</b>   | <b>Provider</b>  | <b>Type</b>        |
| Director of Community Relations and Development and Administrators |           | 3            | 1        | 50          | Vendor Trainer   | For Profit Company |

**Knowledge** Administrators and office staff would learn how to implement software/procedure/protocols to support i roll-in.

**Supportive Research** Research on the impact of school climate on student achievement - [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/School%20Climate%20and%20Student%20Achievement\\_July%202013.pdf](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/School%20Climate%20and%20Student%20Achievement_July%202013.pdf)

School climate practice beliefs and standards - <http://www.schoolclimate.org/publications/practice-briefs.php>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation

### Training Format

|                             |   |                           |   |
|-----------------------------|---|---------------------------|---|
| <b>Participant Roles</b>    | Principals / Asst. Principals                   | <b>Grade Levels</b>       | Elementary - Primary (preK - grade 1)                     |
|                             | Classified Personnel                            |                           | Elementary - Intermediate (grades 2-5)                    |
|                             |   |                           | Middle (grades 6-8)                                       |
|                             |   |                           | High (grades 9-12)  |
| <b>Follow-up Activities</b> | Implementation of software/procedures/protocols | <b>Evaluation Methods</b> | Participant survey  |
|                             |   |                           | Documented effective use of software/procedures/protocols |

| End                       |           | Title                   |          |           | Description   |             |
|---------------------------|-----------|-------------------------|----------|-----------|---|-------------|
| 2016                      | 6/30/2019 | Increased Communication |          |           | Develop more opportunities for two-way communication to support student education and achievement (face-to-face, social media, online grading, classroom news, and other technological means). Set the standards for two-way communication and provide professional development to meet the standard. |             |
| <b>Person Responsible</b> |           | <b>SH</b>               | <b>S</b> | <b>EP</b> | <b>Provider</b>   | <b>Type</b> |



Director of  
Community Relations  
and Development  
and Tech Leaders

3.0      2      150      Palisades SD

School  
Entity

Staff members will need training in effectively using communication tools

### Knowledge

Note: Utilize students as much as possible to teach the technologies to adults

### Supportive Research

See research on the impact of parent/teacher communication on student achievement -  
[http://researchnetwork.pearson.com/wp-content/uploads/DigitalAge\\_ParentCommunication\\_121113.pdf](http://researchnetwork.pearson.com/wp-content/uploads/DigitalAge_ParentCommunication_121113.pdf)

### Designed to Accomplish

For classroom teachers, school  
counselors and education  
specialists:

Empowers educators to work effectively with parents and community partners.

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

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

Series of Workshops

### Training Format

|                             |  |                           |  |
|-----------------------------|--|---------------------------|--|
| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Classified Personnel | <b>Grade Levels</b>       | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)   |
| <b>Follow-up Activities</b> | use of two-way communication tools   | <b>Evaluation Methods</b> | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional development<br>Participant survey |

| End   |           | Title  |   |     | Description  |                                  |
|---|-----------|--|---|-----|--|----------------------------------|
| 2016  | 6/30/2019 | Mentoring Program  |   |     | Develop and implement a mentoring program establishing characteristics of positive role models/ relationships. |                                  |
| Person Responsible  |           | SH   | S | EP  | Provider   | Type                             |
| Strive for 5 Committee  |           | 3.0  | 1 | 200 | Palisades SD or outside provider   | Palisades SD or outside provider |
| <b>Knowledge</b>  |           | Participants will learn how to identify and be a caring mentor/role model for young people.  |   |     |  |                                  |
| <b>Supportive Research</b>  |           | See research on the value of mentoring - <a href="http://www.mentoring.org/about_mentor/value_of_mentoring">http://www.mentoring.org/about_mentor/value_of_mentoring</a>   |   |     |  |                                  |
| <b>Designed to Accomplish</b>   |           |  |   |     |  |                                  |
| For classroom teachers, school counselors and education specialists:                  |           | Empowers educators to work effectively with parents and community partners.  |   |     |  |                                  |
| For school and district administrators, and other educators seeking leadership roles: |           | Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership.   |   |     |  |                                  |
| <b>Training Format</b>  |           | LEA Whole Group Presentation   |   |     |  |                                  |
| <b>Participant Roles</b>  |           | Classroom teachers<br>Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex Dir<br>School counselors<br>Paraprofessional<br>Classified Personnel<br>Other educational specialists<br>Related Service Personnel<br>Parents |   |     |  |                                  |
|   |           | <b>Grade Levels</b><br>Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)  |   |     |  |                                  |

|                             |   |                           |                    |
|-----------------------------|---|---------------------------|--------------------|
| <b>Follow-up Activities</b> | Implementation of the program in the Palisades SD | <b>Evaluation Methods</b> | Participant survey |
|-----------------------------|---|---------------------------|--------------------|

| End  | Title     | Description   | Type          |
|------|-----------|---|---------------|
| 2016 | 6/30/2016 | Research Current Models   | School Entity |
|      |           | <p>Research current models of leadership development for school age students:</p> <ul style="list-style-type: none"> <li>• Relational Leadership Model</li> <li>• Social Change Model</li> <li>• Five Practice of Exemplary Leadership</li> <li>• Applied Learning Standards “New Standards”</li> <li>• Student Leadership Competencies</li> <li>• Developmental Leadership</li> <li>• National Clearinghouse for Leadership Development</li> </ul> |               |
|      |           | <p><b>Person Responsible</b> Leadership Development Chairs, Leadership Development Committee</p> <p><b>SH</b> 6.5    <b>S</b> 3    <b>EP</b> 6    <b>Provider</b> Palisades SD</p>  |               |

**Knowledge** Participants will learn about various models of leadership development for school age students.

**Supportive Research** Research support for student leadership development - <http://www.studentleadershipchallenge.com/Resources-ResearchArticlesAbstracts.aspx>

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists: Enhances the educator's content knowledge in the area of the educator's certification assignment.  
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership.

Professional Learning Communities

### Training Format

| Participant Roles  | Grade Levels   |
|--|--|
| Classroom teachers<br>Principals / Asst. Principals<br>School counselors | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |

| Follow-up Activities | Evaluation Methods |
|----------------------|--------------------|
| Report of findings   | Participant survey |



| End  | Title            |               |                  | Description  |                              |  |  |
|--|------------------|---------------|------------------|--|------------------------------|--|--|
| 2017 10/30/2017  | Publicize Skills |               |                  | Publicize selected leadership skills to be developed at each level (K-3, 4-5, 6-8) |                              |  |  |
| <b>Person Responsible</b><br>Leadership Development Committee, Director of Community Relations (i.e. calendar, website, EPS Meeting) | <b>SH</b><br>3   | <b>S</b><br>1 | <b>EP</b><br>160 | <b>Provider</b><br>Palisades SD  | <b>Type</b><br>School Entity |  |  |

**Knowledge** Professional staff members will share and discuss selected leadership skills at each grade level.

**Supportive Research** Support for student leadership skill development - <http://www.studentleadershipchallenge.com/Resources>

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification assignment.  
Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessment, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.  
Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership.

LEA Whole Group Presentation

**Training Format**

|                             |   |                           |  |
|-----------------------------|---|---------------------------|--|
| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex Dir<br>School counselors | <b>Grade Levels</b>       | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)   |
| <b>Follow-up Activities</b> | Incorporation of leadership skills into classroom lessons/written curriculum                                | <b>Evaluation Methods</b> | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional development<br>Participant survey |

|      | <b>End</b> | <b>Title</b>      | <b>Description</b>  |
|------|------------|-------------------|---|
| 2016 | 6/30/2019  | VSE Opportunities | On-going research and documentation of VSE opportunities within the school community; Explore a school wide or grade level volunteer day of service for |

students.

| Person Responsible   | SH  | S | EP  | Provider     | Type             |
|--|-----|---|-----|--------------|------------------|
| Leadership<br>facilitators; All staff<br>offering volunteer<br>experiences | 1.0 | 2 | 160 | Palisades SD | School<br>Entity |

### Knowledge

During faculty meeting time, professional staff members will learn where the information about leadership opportunities is compiled and will have time to brainstorm and investigate VSE opportunities. Also to understand procedures and expectations for VSE.

### Supportive Research

TBD

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership. Instructs the leader in managing resources for effective results.

### Training Format

LEA Whole Group Presentation

### Participant Roles

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex Dir  
School counselors

### Grade Levels

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

### Follow-up Activities

incorporation of resources into instruction

### Evaluation Methods

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

|      | End   | Title  |          |           | Description  |  |               |
|------|---|--|----------|-----------|--|--|---------------|
| 2016 | 6/30/2018   | Expand VSE   |          |           | Expand VSE (Volunteer Service Experience) to include grades 8, 11, and 12 and explore primary (Grades K-3) experiences. Follow up will be completed student reflection forms verifying leadership skills developed and time cards (record of volunteer hours). |  |               |
|      | <b>Person Responsible</b>   | <b>SH</b>  | <b>S</b> | <b>EP</b> | <b>Provider</b>  |  | <b>Type</b>   |
|      | Leadership facilitators & committee members; Leadership Committee administrators      | 1  | 2        | 10        | Palisades SD   |  | School Entity |
|      |   |  |          |           |  |  |               |
|      | <b>Knowledge</b>  | Collaborative time to plan the VSE in grades 7 and 8   |          |           |  |  |               |
|      | <b>Supportive Research</b>  | Support for student leadership development - <a href="http://www.studentleadershipchallenge.com/Resources-ResearchArticlesAbstracts.aspx">http://www.studentleadershipchallenge.com/Resources-ResearchArticlesAbstracts.aspx</a> |          |           |  |  |               |
|      | <b>Designed to Accomplish</b>   |  |          |           |  |  |               |
|      | For classroom teachers, school counselors and education specialists:                  | Empowers educators to work effectively with parents and community partners.  |          |           |  |  |               |
|      | For school and district administrators, and other educators seeking leadership roles: | Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership.   |          |           |  |  |               |
|      | <b>Training Format</b>  | Professional Learning Communities  |          |           |  |  |               |
|      |   |  |          |           |  |  |               |
|      | <b>Participant Roles</b>  | Classroom teachers   |          |           | Middle (grades 6-8)  |  |               |
|      |   |  |          |           |  |  |               |
|      | <b>Follow-up Activities</b>   | • VSE opportunities developed in grades 7&8  |          |           | <b>Evaluation Methods</b>  |  |               |
|      |   |  |          |           | Participant survey   |  |               |

| End   |           | Title   |   | Description  |                                       |
|---|-----------|---|---|--|---------------------------------------|
| 2017  | 6/30/2019 | Consistent Implementation of Curriculum   |   | Support consistent implementation of identified curriculum leadership ties. Teachers will be provided with staff development time (two half days per year) to discuss implementation by grade level or department. |                                       |
| Person Responsible  |           | SH  | S | EP   | Provider                              |
| Act 48 Committee; Assistant Superintendent, Department Chairs                         |           | 3.0   | 2 | 150  | Palisades SD                          |
|   |           |   |   | Type   |                                       |
|   |           |   |   | School Entity  |                                       |
| Knowledge   |           | Collaborative time to share strategies, document practice, and extend knowledge about effective implementation of leadership skills development in the curriculum.  |   |  |                                       |
| Supportive Research   |           | See - <a href="http://www.studentleadershipchallenge.com/Resources-ResearchArticlesAbstracts.aspx">http://www.studentleadershipchallenge.com/Resources-ResearchArticlesAbstracts.aspx</a>   |   |  |                                       |
| Designed to Accomplish  |           |   |   |  |                                       |
| For classroom teachers, school counselors and education specialists:                  |           | Enhances the educator's content knowledge in the area of the educator's certification assignment.<br>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.   |   |  |                                       |
| For school and district administrators, and other educators seeking leadership roles: |           | Provides the knowledge and skills to think and plan strategically, ensuring that assessment, 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.<br>Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership. |   |  |                                       |
| Training Format   |           | Professional Learning Communities   |   |  |                                       |
| Participant Roles   |           | Classroom teachers  |   | Grade Levels   | Elementary - Primary (preK - grade 1) |



Principals / Asst. Principals  
School counselors

Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

Peer-to-peer lesson discussion

### Follow-up Activities

### Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional development  
Participant survey

|      | End       | Title   |           |          | Description  |                 |               |
|------|-----------|---|-----------|----------|--|-----------------|---------------|
| 2017 | 6/30/2018 | Measuring Leadership Skill Development                                  |           |          | Create and implement a system for measuring each student's development of identified leadership skills |                 |               |
|      |           | <b>Person Responsible</b>   | <b>SH</b> | <b>S</b> | <b>EP</b>  | <b>Provider</b> | <b>Type</b>   |
|      |           | Assistant Superintendent and Chairs of Leadership Development Committee | 3         | 1        | 150  | Palisades SD    | School Entity |

### Knowledge

Professional staff members will learn how to use the tool to document and track student leadership skill development

### Supportive Research

See - <http://www.studentleadershipchallenge.com/Resources-ResearchArticlesAbstracts.aspx>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other

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

educators seeking leadership roles: making.

LEA Whole Group Presentation

### Training Format

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

|                             |                                   |                           |                    |
|-----------------------------|-----------------------------------|---------------------------|--------------------|
| <b>Follow-up Activities</b> | Use of tool by classroom teachers | <b>Evaluation Methods</b> | Participant survey |
|-----------------------------|-----------------------------------|---------------------------|--------------------|



| End   |           | Title                              |   |     | Description  |               |  |
|---|-----------|------------------------------------|---|-----|--|---------------|--|
| 2018  | 6/30/2019 | Modify, Adjust, Enhance Curriculum |   |     | Modify, adjust, and enhance curriculum to address identified gaps in leadership development. Identify gaps and create curricular activities to fill gaps develop each level. |               |  |
|   |           |                                    |   |     | Note: Professional development steps here can be combined iwth Consistent Implementation action step.  |               |  |
| Person Responsible  |           | SH                                 | S | EP  | Provider   | Type          |  |
| Assistant Superintendent and Leadership Development Committee |           | 3                                  | 2 | 150 | Palisades SD   | School Entity |  |

### Knowledge

Curriculum alignment with leadership development skills

### Supportive Research

See - <http://www.studentleadershipchallenge.com/Resources-ResearchArticlesAbstracts.aspx>

### Designed to Accomplish

For classroom teachers, school Provides educators with a variety of classroom-based assessment skills and the skills ne

counselors and education specialists:

to analyze and use data in instructional decision-making.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessment, 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.

Professional Learning Communities

### Training Format

| Participant Roles    | Classroom teachers<br>Principals / Asst. Principals | Grade Levels       | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)   |
|----------------------|---|--------------------|--|
|                      |   |                    |  |
| Follow-up Activities | revised curriculum documents                        | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional development<br>Participant survey |
|                      |   |                    |  |

| 2015 | End       | Title                                | Description   | Person Responsible | SH | S | EP | Provider | Type |
|------|-----------|--------------------------------------|---|--------------------|----|---|----|----------|------|
|      |           |                                      |   |                    |    |   |    |          |      |
|      | 6/30/2019 | Train Staff in Restorative Practices | All staff will be trained in Intro to RP and Using Circles Effectively. |                    |    |   |    |          |      |

District IIRP Trainers  
and Assistant  
Superintendent

3

4

150

Palisades SD - Trained IIRP Trainers

School  
Entity

## Knowledge

The training will involve two separate full day trainings: **Intro to RP** and **Using Circles Effectively**.

## Supportive Research

Research base for Restorative Practices - [http://www.iirp.edu/article\\_detail.php?article\\_id=NTUz](http://www.iirp.edu/article_detail.php?article_id=NTUz)

## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Series of Workshops

## Training Format

## Participant Roles

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex Dir  
School counselors  
Paraprofessional  
Classified Personnel  
New Staff  
Other educational specialists  
Related Service Personnel

## Grade Levels

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

## Follow-up Activities

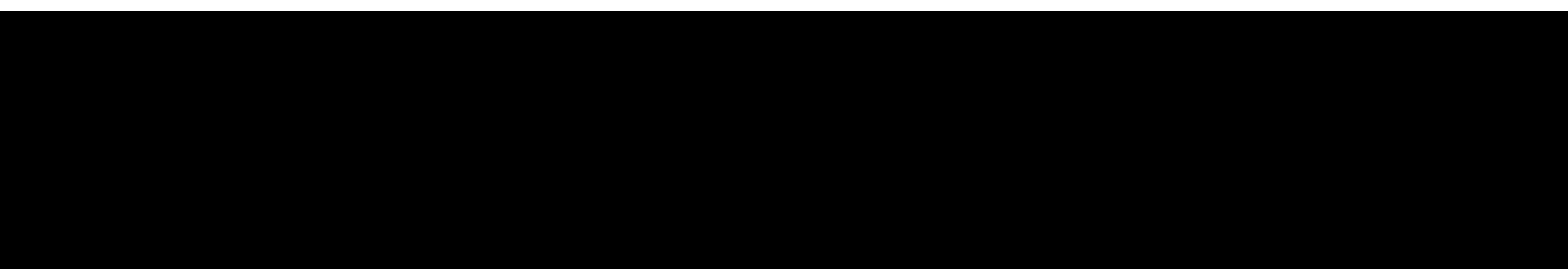
Implementation of strategies in classroom

## Evaluation Methods

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

|      | End       | Title   |  |          | Description   |                 |               |
|------|-----------|---|--|----------|---|-----------------|---------------|
| 2015 | 6/30/2019 | Staff Development Plan for YMHFA  |  |          | Develop a staff development plan schedule to train all professional staff, instructional assistants, and building secretaries in Youth Mental Health First Aid June 2019. |                 |               |
|      |           | <b>Person Responsible</b>   | <b>SH</b>  | <b>S</b> | <b>EP</b>   | <b>Provider</b> | <b>Type</b>   |
|      |           | Assistant Superintendent, Director of Pupil Services and Youth Mental Health First Aid Trainers | 3  | 3        | 150   | Palisades SD    | School Entity |
|      |           |   |  |          |   |                 |               |
|      |           | <b>Knowledge</b>  | Participants will learn about warning signs and first-aid assistance they can provide to students experiencing mental health emergencies.  |          |   |                 |               |
|      |           | <b>Supportive Research</b>  | Research Base for Mental Health First Aid Training - <a href="http://www.mentalhealthfirstaid.org/cs/about/community_impact/">http://www.mentalhealthfirstaid.org/cs/about/community_impact/</a>   |          |   |                 |               |
|      |           | <b>Designed to Accomplish</b>   |  |          |   |                 |               |
|      |           | For classroom teachers, school counselors and education specialists:                            | Empowers educators to work effectively with parents and community partners.  |          |   |                 |               |
|      |           | For school and district administrators, and other educators seeking leadership roles:           | Provides the knowledge and skills to think and plan strategically, ensuring that assessment 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. |          |   |                 |               |
|      |           | <b>Training Format</b>  | Series of Workshops  |          |   |                 |               |

|                             |  |                           |  |
|-----------------------------|--|---------------------------|--|
| <b>Participant Roles</b>    | Classroom teachers                     | <b>Grade Levels</b>       | Elementary - Primary (preK - grade 1)  |
|                             | Principals / Asst. Principals          |                           | Elementary - Intermediate (grades 2-5) |
|                             | Supt / Ast Supts / CEO / Ex Dir        |                           | Middle (grades 6-8)                    |
|                             | School counselors                      |                           | High (grades 9-12)                     |
|                             | Paraprofessional                       |                           |  |
|                             | Classified Personnel                   |                           |  |
|                             | New Staff                              |                           |  |
|                             | Other educational specialists          |                           |  |
|                             | Related Service Personnel              |                           |  |
| <b>Follow-up Activities</b> | Faculty meeting discussion, reflection | <b>Evaluation Methods</b> | Participant survey                     |
|                             |  |                           |  |



| End   |           | Title               |    |    | Description   |                         |  |
|---|-----------|---------------------|----|----|---|-------------------------|--|
| 2015  | 6/30/2016 | Additional Trainers |    |    | Palisades will explore additional trainer options:  |                         |  |
|   |           |                     |    |    | <ul style="list-style-type: none"><li>Secure training for another 1-3 palisades staff, and/or Secure trainers from local agencies</li></ul> |                         |  |
|   |           |                     |    |    | Note: Fees below will not be necessary if training is provided in the summer and has been in the past                                       |                         |  |
|   |           |                     |    |    |   |                         |  |
|   |           |                     |    |    |   |                         |  |
| Person Responsible                                      |           | SH                  | S  | EP | Provider  | Type                    |  |
| Assistant Superintendent and Director of Pupil Services |           | 8                   | 10 | 2  | Mental Health First Aid.org   | Non-profit Organization |  |

**Knowledge**

Participants will be trained as trainers in Youth Mental Health First Aid

**Supportive Research**

Evidence base for MHFA - <http://www.mentalhealthfirstaid.org/cs/about/community-impact/>

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessment, 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.

Instructs the leader in managing resources for effective results.

Series of Workshops

**Training Format****Participant Roles**

Classroom teachers  
School counselors  
Other educational specialists

**Grade Levels**

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

**Follow-up Activities**

provision of training for district staff

**Evaluation Methods**

Participant survey  
observation of participants training others

|      | <b>End</b> | <b>Title</b>       | <b>Description</b>  |
|------|------------|--------------------|---|
| 2016 | 9/1/2017   | Scope and Sequence | Design K-8 educational technology scope and sequence aligned to ISTE standards<br>Deploy scope and sequence for all teachers, including evidence in lessons and |

artifacts for evaluation.

| Person Responsible                        | SH  | S | EP  | Provider                  | Type          |
|---|-----|---|-----|---------------------------|---------------|
| Tech Leaders and Assistant Superintendent | 3.0 | 4 | 150 | Palisades SD Tech Leaders | School Entity |

### Knowledge

All teachers will need PD led by tech leaders on effective implementation tools and strategies using the SA model, as well as the ISTE standards.

### Supportive Research

See - <http://www.edutopia.org/technology-integration-research-learning-outcomes>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

### Training Format

Series of Workshops

### Participant Roles

Classroom teachers  
Principals / Asst. Principals

### Grade Levels

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

### Follow-up Activities

Lesson modeling with mentoring

### Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional development  
Participant survey



| End                               |           | Title             | Description   |    |                           |               |
|-----------------------------------|-----------|-------------------|---|----|---------------------------|---------------|
|                                   |           |                   | Incorporate technology use consistent with the ISTE standards into the 8th Grade Project especially as it relates to the production of content for an audience.   |    |                           |               |
| 2017                              | 6/30/2019 | 8th Grade Project | Note: Current thinking with regard to the eighth grade project includes student producing content around a central theme or idea. We have interest in student producing the content for a genuine audience. |    |                           |               |
| Person Responsible                |           | SH                | S   | EP | Provider                  | Type          |
| PALMS teachers and administrators |           | 1                 | 2   | 50 | Palisades MS Tech Leaders | School Entity |

**Knowledge**

Technology tools and strategies specifically applicable to the 8th grade project.

**Supportive Research**

See - <http://www.edutopia.org/technology-integration-research-learning-outcomes>

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

|                             |  |                           |                     |
|-----------------------------|--|---------------------------|---------------------|
| <b>Training Format</b>      | School Whole Group Presentation  |                           |                     |
| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals<br>School counselors | <b>Grade Levels</b>       | Middle (grades 6-8) |
| <b>Follow-up Activities</b> | Analysis of student work, with administrator and/or peers                | <b>Evaluation Methods</b> | Participant survey  |

| End                                       |           | Title                     |    |     | Description  |               |        |
|---|-----------|---------------------------|----|-----|--|---------------|--------|
| 2016                                      | 6/30/2019 | PLCs and PSD Unconference |    |     | Development of PLCs and at least 1 unconference yearly. PLC will be the vehicle for the exploration and development of scope and sequence strategy. Building level PLCs, led by building admin and tech leaders, are meeting monthly to explore best practices in instructional technology and explore use cases. Use existing structures to create time and develop a community of friends protocol. Administrators and teachers actively participate in the PLC. |               |        |
|   |           |                           |    |     | First Palisades “unconference” planned to be led by teachers in 2017.  |               |        |
|   |           |                           |    |     |  |               |        |
| Person Responsible                        |           | SH                        | S  | EP  | Provider   | Type          | Agency |
| Tech Leaders and Assistant Superintendent |           | 1                         | 10 | 150 | Palisades SD Tech Leaders  | School Entity |        |

**Knowledge**

Tech leaders will design PLCs and publish meeting resources and agendas publicly.

## Supportive Research

See - <http://www.edutopia.org/technology-integration-research-learning-outcomes>

## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessment, 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 leadership. Instructs the leader in managing resources for effective results.

Professional Learning Communities

## Training Format

### Participant Roles

Classroom teachers  
Principals / Asst. Principals

### Grade Levels

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

### Follow-up Activities

Journaling and reflecting  
unconference event

### Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professional development  
Participant survey  
Review of participant lesson plans

| End   |           | Title   |   | Description   |              |  |  |
|---|-----------|---|---|---|--------------|--|--|
| 2017  | 6/30/2018 | Student Work Audit  |   | Develop a tool to review completed student work with reference to ISTE standards and SAMR model. Develop a process for using this tool to “autopsy” a random sample of student work at the end of each school year. |              |  |  |
| Person Responsible  |           | SH  | S | EP  | Provider     | Type   |  |
| Tech leaders and Assistant Superintendent   |           | 3   | 2 | 12  | Palisades SD | School Entity  |  |
| Knowledge   |           | Administrators will learn how to use walkthrough tool and on the ISTE/SAMR rubric for evaluating student work.  |   |   |              |  |  |
| Supportive Research   |           | See - <a href="http://www.edutopia.org/technology-integration-research-learning-outcomes">http://www.edutopia.org/technology-integration-research-learning-outcomes</a>   |   |   |              |  |  |
| Designed to Accomplish  |           |   |   |   |              |  |  |
| For classroom teachers, school counselors and education specialists:                  |           | Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  |   |   |              |  |  |
| For school and district administrators, and other educators seeking leadership roles: |           | Provides the knowledge and skills to think and plan strategically, ensuring that assessment, 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.<br>Empowers leaders to create a culture of teaching and learning, with an emphasis on leadership. |   |   |              |  |  |
| Training Format   |           | Series of Workshops   |   |   |              |  |  |
| Participant Roles   |           | Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex Dir  |   | Grade Levels  |              | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |  |
| Follow-up Activities  |           | Analysis of student work, with  |   | Evaluation Methods  |              | Participant survey   |  |

administrator and/or peers

## District Level Affirmations

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

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

*No signature has been provided*

*Board President*

*No signature has been provided*

*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.

**Affirmed by Robert Musantry on 6/3/2015**

*Board President*

**Affirmed by Bridget O'Connell on 6/5/2015**

*Superintendent/Chief Executive Officer*