

Central Valley SD

**District Level Plan**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

160 Baker Road Extension  
 Monaca, PA 15061  
 (724)775-5600  
 Superintendent: Nicholas Perry  
 Director of Special Education: Erin Park

## Planning Process

### Purpose

- Collaborative approach to school improvement planning that engages our entire school community

### Focus Group meetings (April 2014)

- Open to public
- Focused discussion to solicit feedback about the district's perceived strengths and challenges
- Building specific conversations
- All feedback shared with the comprehensive planning steering committee

### Sterring Committee formation (May 2014)

- Application process to be posted on website
- Will also solicit interest for possible subcommittee participation
- District selects members from applicants
- Membership from the following groups: Board members, administrators, teachers, paraprofessionals, parents, students, local business and community representatives (may include local higher education institutions)

### Subcommittee formation (June 2014)

- **Professional Education** - Develop a professional education plan for staff to address on-going professional development needs and a teacher induction for newly hired teachers (based on PDE guidelines).

- **Student Services** (Guidance and Health) - Review current student services offered within the district; develop a plan to address/improve these services which support the instructional program by reducing barriers confronting students and help students attain their educational and career goals
- **Gifted Education** - Develop a gifted education plan that outlines appropriate screening and assessment processes, as well as, related instructional support systems.
- **Instruction** - Review current instructional strategies to insure standards aligned instruction and consistency between classrooms, grades, subjects and/or programs; review current instructional strategies to insure responsiveness to student needs; develop a plan to address/improve instructional practices within the district.
- **Curriculum and Standards** - Review and identify the status of mapping and aligning district curricula to all state academic standards as cited in Chapter 4; develop a plan to address/improve curriculum alignment within the district.
- **Assessment** - Review how current assessment practices are used to improve student achievement and to provide appropriate challenges for all students at their instructional levels; develop a plan to address/improve assessment practices within the district.
- **Graduation Requirements** (to include Schedule Review) - Review current method(s) used for determining graduation proficiency; develop a plan to address/improve graduation requirements in future years; review the current high school schedule and develop an action plan for possible schedule changes.
- **Technology** - Develop a plan to address the long range technology needs of the district, to include, needs, budget and supports.
- **Communication** - Develop a plan to address the long range communication procedures and needs of the district.

### **Timeline**

April 2014

- Facilitate focus group sessions
- Post information about Comprehensive Planning process on CVSD website
- Solicit members for Comprehensive Plan Steering Committee and Subcommittees via website application process

May 2014

- Finalize focus group sessions findings

- Finalize Comprehensive Plan Steering Committee membership
- Board action on Comprehensive Plan Steering Committee membership
- Facilitate initial Comprehensive Plan Steering Committee work sessions

#### June - August 2014

- Subcommittee meetings
- Drafting Subcommittee Plans
- Post Subcommittee progress on website for public view
- Steering committee meets monthly

#### September 2014

- Propose District and Subcommittee plans to Board of Directors

#### October 2014

- Share District and Subcommittee plans with Community and Obtain Public Feedback
- Draft placed on website for public review
- Refinements to Comprehensive Plan

#### November 2014

- Board action on Comprehensive Plan
- Final submission to PDE prior to November 30, 2014

#### December 2014 - April 2015

- PDE review of CVSD Comprehensive Plan
- District collaborates with PDE Team of Reviewers
- PDE Approval/Acceptance

#### July 1, 2015 and beyond

- Implementation of CVSD Comprehensive Plan

- Ongoing identification of District and School level strengths and challenges associated with identified goals
- Record evidence of implementation and effectiveness of district action plans (including revisions)

## Mission Statement

The Central Valley School District is ***committed to educational excellence.***

## Vision Statement

The Central Valley School District ***will be the leading educational model fostering individual success for all students.***

## Shared Values

1. We believe education is a collaborative partnership among students, staff, family and community members.
2. We believe students, staff, family and community members are accountable for educational excellence.
3. We believe all students can learn and achieve success.
4. We believe every student deserves an exemplary education that meets his or her individual needs.
5. We believe a positive learning environment and high expectations challenge students to reach their highest individual potential.
6. We believe quantifiable and measurable goals are established and met through evidence-based and data-driven decision making.
7. We believe integrity, honesty and transparency are the foremost priorities in the education of all students.
8. We believe technology integration enhances the learning environment.
9. We believe students learn best from highly qualified, dedicated professionals who implement innovative teaching practices.

## Educational Community

The Central Valley School District was formed on July 1, 2009, as a result of the first voluntary school merger in Pennsylvania. The district is located in central Beaver County and is situated approximately twenty-five miles northwest of Pittsburgh, Pennsylvania. It encompasses approximately 24.7 square miles and is comprised of Center Township, Monaca Borough and Potter Township. The northern border of the district runs along the Ohio River. Portions of Interstate 376 and state roads Route 18 and Route 51 run through the district's communities and provide local and interstate roadway access for the residents.

As reflected in the 2010 U.S. Census data, the total school district community population was 17,971 residents. Center Township, which was the largest in terms of geographic area (15.4 square miles), had the largest population of 11,795 residents. Monaca Borough, physically the smallest community (2.4 square miles), had the 2nd largest population total at 5,628 residents. Potter Township, while 2nd in total land area (6.9 square miles), had the smallest population with 548 residents. The median household income in each community was as follows: Center Township (\$50,071), Monaca Borough (\$33,706) and Potter Township (\$48,438). Each community has various businesses and resources available to the district's residents. In addition to the Beaver Valley Mall, several large retailers (Best Buy, CVS, Family Dollar, Lowe's, Staples, Target, Wal-Mart, Kohls, Marshalls), along with a number of small businesses are positioned throughout the district. Several national hotel chains (e.g., Holiday Inn Express, Hampton Inn, Comfort Suites) operate in the community as well. Various professional and medical office buildings, as well as a Beaver County Transit Authority terminal are located within the district's boundaries. Manufacturing complexes (such as Phoenix Glass, ATI Monaca, Moor Industrial Park) and large international corporation plants (Nova Chemical and BASF) are situated in close proximity to the Ohio River within the district. The Pennsylvania State University – Beaver Campus, the Community College of Beaver County (CCBC), the Beaver Valley Intermediate Unit (IU #27), the Beaver County Career and Technical Center (BCCTC), Gateway Rehabilitation Center, the Beaver County Rehabilitation Center and a local office of the United State Postal Service all can be found within Central Valley School District. Churches of various denominations, community parks, public libraries, and local fire and police departments serve one or more of the district's residence areas.

The school district is physically comprised of four buildings: Center Grange Primary School (K – 2), Todd Lane Elementary School (3 – 5), Central Valley Middle School (6 – 8), and Central Valley High School (9 – 12). Three of the schools are physically situated in Center Township, with Central Valley Middle School being located in Monaca Borough. All students are bused to the school complexes.

The following enrollment information was listed for Central Valley during the 2012-2013 school year on the Pennsylvania Department of Education School Performance Profile website.

Total student enrollment – 2,369

- Center Grange Primary School (Kindergarten - Grade 2) – 544 students
- Todd Lane Elementary School (Grades 3 - 5) – 553 students
- Central Valley Middle School (Grades 6 - 8) – 527 students

- Central Valley High School (Grades 9 - 12) – 745 students

### Enrollment by Ethnicity

- White – 91.09%
- Black or African-American – 4.94%
- Multi-Racial – 2.57%
- Hispanic – 1.14%
- Asian – 0.25%

### Enrollment by Student Groups

- Economically Disadvantaged – 29.89%
- English Language Learner – 0.3%
- Special Education – 11.18%
- Gifted – 1.14%

### Enrollment by Gender

- Male – 50.87%
- Female – 49.13%

Center Grange Primary School was designed to deliver appropriate educational programming to children in K-2 environment in preparation for the transition to Grade 3 at Todd Lane Elementary School. A half-day kindergarten program is currently offered to the district's five-year old students with an option for extended full-day kindergarten services for students who demonstrate a need for additional instructional support.

Todd Lane Elementary School serves students in grades 3-5. All elementary students (grades 1-5) are provided the full complement of core courses, practical and fine arts – music, physical education, computer, art, library – and additional instructional time for remediation and enrichment as deemed necessary. The C.A.R.E. Program is a latchkey program for parents seeking a safe and nurturing environment for their children before and after school hours. It is located in the Todd Lane Gymnasium/Cafeteria.

Central Valley Middle School was created through collaboration between faculty, administration, parents, and students as a major project during the formation of the Central Valley School District. The middle school concept permeates the entire facility through curricular and co-curricular activities planned and delivered by teams over a nine period school day. The middle school operates utilizing a true middle school concept that includes teaming, exploration activities, clubs and age-appropriate programming.



Central Valley High School offers a strong, relevant curriculum for students in grades 9-12. Juniors and seniors have the option of attending the BCCTC for vocational education programs. The high school operates a modified block schedule in which students take four daily block courses each semester plus a mid-day option for students to choose from courses that run all year. Advanced Placement (AP) courses are offered in most disciplines to challenge our most educationally ambitious students. College-in-High-School courses, along with dual enrollment offerings at Penn State Beaver, provide students an opportunity to earn college credits prior to graduating from high school. Consistent with our commitment to develop the whole child, 16 varsity sports are offered to students, as well as numerous clubs and school activities, including an annual musical, choral and band programs, field trips and dances.

Within the district, instruction is provided by a 100% highly qualified teaching staff. As of the 2013 - 2014 school year, 50% of the district teachers had earned a Master's degree; 1 teacher had earned a Doctorate degree; while 52.4% of all teachers had earned two (2) or more certifications. Central Valley embraces technology and believes that we must enhance our instruction with these tools to compete and prepare our students for a global economy. Beginning with the 2014-2015 school year, every student in grades 6-12 will be provided an iPad. In 2011 - 2012, the district developed the Central Valley Cyber Academy to provide students access to on-line learning opportunities. Students can choose to participate full time in a cyber-education environment, take cyber courses for enrichment or acceleration purposes, or engage in a blended approach by taking some courses at the high school and others in their home via online delivery. The Central Valley Cyber Academy has grown to service over 90 students since its inception.

### Planning Committee

Name	Role
Amy Abrams	Elementary School Teacher - Regular Education
Rebecca Armutat	Parent
Andrew Armutat	Parent
Cher Balestrieri	Elementary School Teacher - Special Education
Lori Balewski	Community Representative
Jennifer Bechdel	Elementary School Teacher - Regular Education
Keith Bielby	Community Representative
Aileen Bowers	Parent
Nancy Bowman	Parent
Stacey Brown	High School Teacher - Regular Education
Paul Cain	Parent
Colleen Carney	Community Representative
Christine Carroll	Middle School Teacher - Regular Education
Nancy Cermak	Community Representative
Jennifer Connolly	Parent

Kerry Coombs	Parent
Judi Costanza	Community Representative
Vicky Cwynar	Elementary School Teacher - Regular Education
Christa Dennis	Community Representative
Krista DiBiagio	Middle School Teacher - Special Education
Ladonna Dmitsak	Community Representative
Brian Dolph	Administrator
Amy Domitrovich	Middle School Teacher - Regular Education
Ed Eimiller	Instructional Technology Director/Specialist
Bristal Ellefson	Ed Specialist - School Counselor
Amanda Eshbaugh	Elementary School Teacher - Regular Education
Kathy Fouse	Elementary School Teacher - Special Education
Megan Garfinkel	Student
Mary Goss	High School Teacher - Regular Education
Dana Hardek	Community Representative
Leaha Harden	Middle School Teacher - Regular Education
John Hineman	High School Teacher - Regular Education
Lydia Holley	Middle School Teacher - Regular Education
Tamara Hyatt	High School Teacher - Regular Education
Jennifer Johnson	Parent
Leah Kennelly	Parent
Rachel Kerr	Parent
Michelle Kiec	Community Representative
Bill King	High School Teacher - Regular Education
Marie King	Elementary School Teacher - Regular Education
Ron Kitsko	Administrator
Dan Klicker	Elementary School Teacher - Regular Education
Carla Kosanovich	Administrator
Maryann Kostelic	Transition Coordinator
Debbie Kuntz	Ed Specialist - School Counselor
Karen Lyons	Elementary School Teacher - Special Education
Mark Lyons	Middle School Teacher - Regular Education
Barb Magnotta	Ed Specialist - School Nurse
Mary Mancino	Community Representative
Shawn McCreary	Administrator
Michael McCullough	Administrator
Ryan McLean	Elementary School Teacher - Regular Education
Anthony Mendicino	Administrator
Sherri Miceli	Elementary School Teacher - Regular Education

Lindsay Monnat	Ed Specialist - School Psychologist
Tom Mowad	Board Member
Christopher Murray	Student
Judy Nowry	High School Teacher - Regular Education
Kelly Olenic	High School Teacher - Regular Education
Joyce Ott	Community Representative
Erin Park	Special Education Director/Specialist
Nicholas Perry	Administrator
Renee Phillips	High School Teacher - Regular Education
Daniel Pinchot	Community Representative
Art Pratt	Parent
Melissa Pratt	Community Representative
Denise Sebek	Community Representative
Kelly Sherbondy	Administrator
Linda Smith	Elementary School Teacher - Special Education
Christine Speranza	Middle School Teacher - Regular Education
Amanda Spirnak	Community Representative
Denise Stablow	Community Representative
Emily Stein	Student
Monica Sturm	Elementary School Teacher - Special Education
Tom Sylvester	Business Representative
Chanda Weigel	Elementary School Teacher - Regular Education
Christine Wolford	Education Specialist- School Psychologist
Amy Young	Elementary School Teacher - Regular Education
Lewis Zellman	Community Representative
Janet Zellman	Community Representative
Dan Zigerelli	High School Teacher - Regular Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

The following classifications are non-existent in the Primary Center:

1. Career Education and Work - Career education is addressed through our guidance education.
2. Common Core Standards Literacy in History/Social Studies - We are embedding ELA &

Math standards into our History/Social Studies curriculum and lesson plans.  
 3. Economics and Family & Consumer Sciences - Is not taught in the Primary Center.  
 4. Interpersonal Skills - Addressed through guidance education.  
 5. School Climate - Implementing Postive School Wide Behavior Plan next year with the intention to implement a new anti-bullying program in correlation with improving school climate.

### Elementary Education-Intermediate Level

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

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

The following classifications are non existent at the elementary school:

1. Career Education and Work - Career education is addressed through our guidance department.
2. Common Core Standards Literacy in History/Social Studies - We are embedding Common Core ELA and Math standards into our History/Social Studies curriculum and lesson plans.
3. Economics and Family Consumer Sciences - Is not taught at the elementary level.
4. Interpersonal Skills - Addressed through guidance education.

5. School Climate - Implementing Positive School Wide Behavior Plan next year with the intention to implement a new anti-bullying program in correlation with improving school climate.

### Middle Level

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

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

The following classifications are non existent at the middle school level:

1. Career Education and Work - Career education is addressed through our advisory program.
2. Common Core Standards Literacy in History/Social Studies - We are embedding Common Core ELA & Math standards into our History/Social Studies curriculum and lesson plans.
3. Economics - Is not taught as a stand alone course in the middle school.
4. Alternate Academic Content Standards for Math & Reading- The new standards are being reviewed by special education teachers. Training sessions will be provided to ensure that alternate standards are being incorporated into special education programs for students who take the alternative assessment, the PASA.
5. Interpersonal Skills - Addressed through advisory period and guidance education course in 6th grade.
6. School Climate - Implementing Positive School Wide Behavior Plan next year in the middle school with the intention to implement a new anti-bullying program in correlation with improving school climate

### High School Level

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

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

The following classifications are non-existent at the high school:

1. Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects: There are currently not common core standards for these subject areas.
2. Alternate Academic Content Standards: The new standards are being reviewed by special education teachers. Training sessions will be provided to ensure that alternate standards are being incorporated into special education programs for students who take the alternative assessment, the PASA.
3. Interpersonal Skills and School Climate: We currently do not have maps for these areas. The District is looking to phase in School Wide Positive Behavior Supports over the next four years.

### *Adaptations*

#### Elementary Education-Primary Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

#### Elementary Education-Intermediate Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

### **Middle Level**

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

### **High School Level**

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Explanation for any standards checked:

We are currently mapping curriculum to the common core for Math, ELA and Science, and we are beginning to create digital content for ELA grades 6-12.

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

Processes used to ensure Accomplishment:

- Use of detailed lesson plans, curriculum maps and pacing guides that are aligned to National Common Core Standards
- Use of Classroom Based Assessments (CBA's) developed and implemented to determine student progress and/or the need for remediation or enrichment
- Use of Differentiated Instructional (DI) practices to address various student ability levels



- Conduct weekly Grade Level Teams meetings to identify best instructional practices and areas of concern and also review, discuss, and adjust pacing guides to ensure objectives are completed.
- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model
- Provide professional development related to best instructional practices

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

- Use of detailed lesson plans, curriculum maps and pacing guides that are aligned to National Common Core Standards
- Provide ongoing professional development with regard to common assessments to provide for consistency across the district and to increase academic rigor by incorporating all levels of depth of knowledge to ensure content mastery
- Use of Classroom Based Assessments (CBA's) developed and implemented to determine student progress and/or the need for remediation or enrichment
- Use of Differentiated Instructional (DI) practices to address various student ability levels
- Conduct weekly Grade Level Teams meetings to identify best instructional practices and areas of concern and also review, discuss, and adjust pacing guides to ensure objectives are completed
- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model
- Provide professional development related to best instructional practices

#### **Elementary Education-Intermediate 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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course,	Developing

instructional unit or interdisciplinary studies and academic standards are identified.	
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

- Use of detailed lesson plans, curriculum maps and pacing guides that are aligned to National Common Core Standards
- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment
- Use of Differentiated Instructional (DI) practices to address various student ability levels
- Conduct weekly Grade Level Teams meetings to identify best instructional practices, areas of concern and also review, discuss, and adjust pacing guides to ensure objectives are completed
- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model
- Provide professional development related to best instructional practices

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

- Use of detailed lesson plans, curriculum maps and pacing guides that are aligned to National Common Core Standards
- Provide ongoing professional development with regard to common assessments to provide for consistency across the district and to increase academic rigor by incorporating all levels of depth of knowledge to ensure content mastery
- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment
- Use of Differentiated Instructional (DI) practices to address various student ability levels

- Conduct weekly Grade Level Teams meetings to identify best instructional practices, areas of concern and also review, discuss, and adjust pacing guides to ensure objectives are completed
- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model
- Provide professional development related to best instructional practices

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

Processes used to ensure Accomplishment:

- Use of detailed lesson plans, curriculum maps and pacing guides aligned to National Common Core Standards
- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment
- Use of Differentiated Instructional (DI) practices to address various student ability levels
- Conduct weekly Grade Level Teams meetings to identify best instructional practices, areas of concern, review data and also review, discuss, and adjust pacing guides/maps to ensure objectives are completed
- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model
- Provide professional development related to best instructional practices

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

- Use of detailed lesson plans, curriculum maps and pacing guides aligned to National Common Core Standards
- Provide ongoing professional development with regard to common assessments to provide for consistency across the district and to increase academic rigor by incorporating all levels of depth of knowledge to ensure content mastery
- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment
- Use of Differentiated Instructional (DI) practices to address various student ability levels
- Conduct weekly Grade Level Teams meetings to identify best instructional practices, areas of concern, review data and also review, discuss, and adjust pacing guides/maps to ensure objectives are completed
- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model
- Provide professional development related to best instructional practices

### High School Level

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

Processes used to ensure Accomplishment:

- Use of detailed lesson plans, curriculum maps and pacing guides aligned to National Common Core Standards
- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment

- Use of Differentiated Instructional (DI) practices to address various student ability levels
- Conduct Department Team meetings twice a month to identify best instructional practices, areas of concern, review data and also review, discuss, and adjust pacing guides/maps to ensure objectives are completed
- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model
- Provide professional development related to best instructional practices

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

- Use of detailed lesson plans, curriculum maps and pacing guides aligned to National Common Core Standards
- Provide ongoing professional development with regard to common assessments to provide for consistency across the district and to increase academic rigor by incorporating all levels of depth of knowledge to ensure content mastery
- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment
- Use of Differentiated Instructional (DI) practices to address various student ability levels
- Conduct Department Teams meetings twice a month to identify best instructional practices, areas of concern, review data and also review, discuss, and adjust pacing guides/maps to ensure objectives are completed
- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model
- Provide professional development related to best instructional practices

### ***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.

The district utilizes the following Supplementary Aids and Services to allow students with disabilities to be successful in the general education environment:

#### Collaborative

- All school personnel collaborate in the development and delivery of supplementary aids and services
- Instructional arrangements are designed to support collaboration through teaming at the elementary and middle levels and through co-teaching or inclusive support at the high school. The district also utilizes co-teaching, paraeducator support, and consultation with related service personnel to support instructional teams
- Scheduled opportunities for co-planning and collaboration amongst teachers and/or parent collaboration during team time at the elementary and middle levels and common planning at the high school
- Coaching and training for staff by IU TAC Staff or district representative for assistive technology for an individual student
- Early intervention transition meetings
- Transition meetings to include needed outside agencies, prospective job training sites, and life living arrangements for secondary students (OVR, MHMR and all community agencies)
- Progress reporting and the use of a data warehouse and school information systems to track and monitor student progress and design programming to meet student needs

#### Instructional

- Instructional adaptations such as: pre-teaching/reteaching, graphic organizers, examples/non-examples, visual aids, etc.
- Alternate materials such as: materials on tape, book share, text to speech, large print, ipad, alternate computer access, etc.
- Differentiated instruction
- Test modifications
- Alternate ways for students to demonstrate learning such as projects, oral reports, etc.
- Direct instruction in functional skills needed within an inclusive environment

- Curricular modifications
- Reader services or interpreters, as needed
- Direct instruction in community, job research, training, and application
- Assistive technology

### Physical

- Preferential seating arrangements
- Adaptive equipment
- Structural aids such as: wheelchair accessibility, grab bars, etc.
- Environmental aids such as specific heating arrangements, ventilation and classroom FM and personal FM systems
- Furniture arrangements
- Adjustments for sensory input such as lighting and sounds
- Access to sensory impact materials

### Social-Behavioral

- Social skills instruction
- Behavior teams
- Counseling supports
- Peer buddies
- Functional behavior assessments and individualized behavior support plans
- 504 Plans/HC Plans
- Direct instruction in adaptive behavior skills
- Cooperative learning and role playing
- Community based instruction (CBI)

## **Instruction**

### *Instructional Strategies*

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

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

- Administrators

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

#### **Formal Classroom observations focused on instructions:**

- The Framework for Teaching, created by Charlotte Danielson, is used to focus instructional discussions and provide evidence for teacher rating. It is a comprehensive and validated means to ensure standard aligned instruction and consistency between classrooms, grades and subjects. It is utilized in all buildings and by all evaluators.
- All principals have been trained to use this model and all teachers have received training to increase effectiveness of the process.

#### **Walkthroughs targeted on instruction:**

- A district created walkthrough form is used by all administrators to ensure instruction is focused on standards and consistent between classrooms, grades and disciplines.
- Administrators are expected to conduct walkthrough observations weekly. District central administration monitors frequency and consistency of walkthrough observations.
- This form is updated annually to meet current expectations in the use of differentiated instruction, technology and curriculum development.

#### **Annual instructional evaluations**

- All professional employees are provided with an annual evaluation that includes evidence from formal observations, walkthrough observations, professional development, planning, and participation in district initiatives and goals.
- District and building School Performance Profile scores are embedded in teacher professional ratings.
- The district has developed a differentiated supervision model that will enable professional employees to select from a variety of district approved activities to provide evidence to ensure instruction is aligned to district goals and is consistent.



### Regular lesson plan Review by Administrators

- Lesson plans are included on the walkthrough forms.
- Lesson plans are reviewed during formal and informal observation of staff.
- Lesson plans are completed weekly by all teachers.
- Lesson plans are available electronically.
- Teacher web-pages have planning information available to the public.

### New district wide format for lesson plans is being implemented

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

- Consistent use of walk through tool with constructive feedback.
- Peer coaching is now embedded within our Differentiated Supervision Plan for implementation during school years 2014-2017.

### *Responsiveness to Student Needs*

#### Elementary Education-Primary Level

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

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

The primary center staff feels the students are unable to learn in groups because they are not independent learners. The students are not being directly guided and do not stay on task. Too many problems arise and need to be addressed while the teacher is attempting to assist other students and therefore learning is interrupted due to distractions of various groups. Incorrect habits can form without the direct guidance of the teacher. We find that the children are not mature enough to be responsible for their own learning. After many years of trying to implement this instructional style, our team has not found data to support its effectiveness.

### Elementary Education-Intermediate Level

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

### Middle Level

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

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

*This narrative is empty.*

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in

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

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

*This narrative is empty.*

### ***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.

Summary of Central Valley School District's Selection and Hiring Policy:

The Board Personnel Committee, building principals, district administration and a teacher, within the discipline of an open position, will comprise the credential screening team. Decisions will be by consensus. In the event a consensus cannot be reached, candidates deemed worthy by any member of the Phase I team will be asked to participate in the next phase of the selection process. A chairperson will report consensus or discord to the Board.

A community member (feedback only), and a teacher (within the discipline of the open position) will, upon availability, participate in Phase II. Decisions will again be by consensus with discord reported to the Board. Candidates with support from any member of the Phase II interview screening team will be asked to participate in Phase III.

Students (feedback only) are added to Phase III of the selection and hiring process. Phase III requires a demonstration lesson observed by the committee and a debriefing of the lesson by the building administrator. Students are included in this debriefing. Decisions will again be by consensus; however, candidates with support from a majority of the Phase III interviewing screening team will be asked to participate in Phase IV, with discord reported to the Board.

Phase IV the selection committee will give successful candidates an in-depth interview.

Educational philosophy, teaching strategies, knowledge of content area, and assessment will be evaluated. Reference checks will occur at this phase of the selection process. Participants at this level are the Board Personnel Committee, building principals and district administration. Decisions at this level will be by consensus. No candidate will be recommended to the Board without a consensus of the Phase IV interview committee.

Phase V all candidates deemed worthy by consensus of the selection committee will be interviewed by the Board. The number of candidates presented to the Board is not defined by this policy. The Superintendent, with the concurrence of the Personnel Committee, will recommend to the Board successful candidates for Board approval.

Any member of the Board or district administration may participate at any level, with approval by the Personnel Committee chairperson, and/or Superintendent. Members of the selection committee for each phase must be present for each candidate during that specific phase. Where circumstances arise that prohibit a selection committee member to miss a candidate, arrangements will be made to videotape sessions.

The Superintendent may exercise discretion to modify this process to meet the needs of the district.

## **Assessments**

### ***Local Graduation Requirements***

<b>Course Completion</b>	<b>SY 15/16</b>	<b>SY 16/17</b>	<b>SY 17/18</b>
Total Courses			

English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

### ***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: *No graduation requirement specifics have been identified.*

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

## Methods and Measures

### Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA (Grades 3-8)		X	X	
Keystone Exams			X	X
PASA		X	X	X
AP Exams				X
PSAT				X
ACT				X
ACCESS for ELLs (ESL students)	X	X	X	X
SAT				X
Textbook assessments	X	X	X	X
Project based assessments (i.e, works of art/music, physical fitness, speeches, science projects)	X	X	X	X
Graduation Project				X
ASVAB (if requested)				X
NOCTI (National Occupational Competency Testing Institute)				X
Accelerated Reading assessments	X	X	X	

### Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next (K-6)	X	X	X	
4Sight (3-8) (ended SY13-14)		X	X	
ScanTron (K-2) (ended SY13-14)	X			
Classroom Diagnostic Tests (CDTs) (starting in SY14-15)			X	X
NWEA-MAPS (starting in SY14-15)	X	X	X	

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Study Island (3-8)		X	X	
Demonstrations, performances, products, projects (i.e, works of art/music, physical fitness, speeches, science projects)	X	X	X	X
Progress monitoring (DIBELS Next)	X	X		
Curriculum based assessments (teacher or publisher created)	X	X	X	X
NWEA-MAPS (starting in SY14-15)	X	X	X	
Classroom Diagnostic Tests (CDTs) (starting in SY14-15)			X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Orleans-Hanna (placement test for Pre-Algebra) (Grade 6)			X	
STAR Reading	X	X		
W-APT (screening tool for ESL services)	X	X	X	X
Classroom Diagnostic Tests (CDTs) (starting in SY14-15)			X	X
NWEA-MAPS (starting in SY14-15)	X	X	X	
ScanTron (Grade 2) (ended SY13-14)	X			
ASVAB (if requested)				X

### Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review			X	
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review				
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.

Teacher peer review-Teachers share and review assessments and practices within grade level teams and departments (K-12)

External review - This applies only to the middle school due to participation within Schools to Watch review during SY 13-14

### 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.

Not a practice that is in place at this time.

### Collection and Dissemination

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

The district utilizes a data warehouse to collect and disseminate assessment data. Grade level teams/departments meet regularly to review and discuss assessment data to identify best instructional practices and areas of strengths and concern.

### *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.

Grade level teams/departments meet regularly to review and discuss assessment data to identify best instructional practices and areas of strengths and concern. Flexible grouping is provided to students in grades K-8 to assist students in areas of need. At the high school level, tutoring and remediation is provided on a regular basis in the areas of Algebra I, Biology, and English 10.

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

Provide brief explanation of the process for incorporating selected strategies.

After review and analysis of assessment data, content teachers determine appropriate instructional practices and strategies that help students work towards achieving proficiency.

At the primary level, curriculum maps are aligned to the standards, and teachers review third grade eligible content to prepare students for proficiency.

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



State assessments are not available at the primary level.

### ***Distribution of Summative Assessment Results***

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

Provide brief explanation of the process for incorporating selected strategies.

Summative Assessment information is distributed from our Central Administration Office at CVSD.

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

Summative Assessment information is distributed from our Central Administration Office at CVSD. Assessment information is available in multiple formats for student, parent and school-community access.

## **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.

Yearly, the district self assesses its practices according to PSSA, Keystone, PVAAS, and localized testing results. Based on individual building needs, the district recommends

several items to address deficient needs, including but not limited to: Curriculum review, professional development, self assessment surveys, outside audits, localized achievement exams, attendance, etc.

From these focus areas, committees are formed to address and self assess weaknesses and provide recommendations for improvement.

The district recognizes that many variables impact student achievement and district interventions must be tailored to meet specific student needs. Central Valley staff have received professional development in differentiated instruction, data analysis, rigor and relevance, formative assessment, technology implementation, ALICE, crisis prevention intervention (CPI). Building level administrators have received professional development on administrative leadership to improve the learning environment at each school and support a safe and positive climate for each individual building.

The district uses response to instruction and intervention and is beginning to implement school wide positive behavior supports and interventions at the elementary level. Data is reviewed monthly at each building to determine levels of adjustment academically. Staff members examine multiple data including formative assessments, grades, attendance, disciplinary referrals, progress monitoring, and summative assessments. Before and after school tutoring is provided. Counselors provide small group and behavioral interventions and agencies such as Beaver County Mental Health, Beaver County Drug and Alcohol, Staunton Clinic, Prevention Network, etc. Outside agencies work with the district to provide more intensive interventions when needed. All staff keep parents informed of student progress through the parent portal and partner with parents to work collaboratively to overcome barriers to student success. Teachers are participating in the Math/Science Collaborative to address student needs and examine instructional methods. Emphasis is placed on effective transition. The district employs a full time transition coordinator who collaborates with all stakeholders.

### ***Programs, Strategies and Actions***

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs		X		X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X		X
Student Assistance Program Teams and Training	X	X	X	X

Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

The Central Valley School District is partnering with the Pennsylvania Positive Behavior Supports Network to engage in training to implement School Wide Positive Behavior Support programs. Training will begin at the elementary and middle levels in the fall of the 2014-15 school year with implementation to occur the following school year (2015-16). High school training dates will be established based on the success of the program at the elementary and middle levels so that students buy into and are familiar with the program.

### *Identifying and Programming for Gifted Students*

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

#### **Identification of Students Eligible for Gifted Support Services**

The process to identify students in need of Gifted Support services begins with referral through the district's RtII program, All Students' Advancement Program (ASAP.) Referrals can also be made through teacher or parent referral. Teachers submit a referral form to the Gifted Support Teacher in their building. Parents need to make a written request for evaluation to their child's building principal, which will then be forwarded to the building's Gifted Support Teacher.

The second step in the process is for school personnel to collect screening information to determine if a child demonstrates a need for an individualized Gifted Evaluation to determine appropriate educational placement. The Gifted Support Teacher in each building coordinates the screening process which includes a review of summative and benchmark assessments, teacher input regarding rate of retention and acquisition, and a brief aptitude assessment. Students who meet the specified criteria are referred to the district's school psychologist for an individual Gifted Evaluation. The results of the Gifted Evaluation are shared with parents in the Gifted Written Report. Students eligible for Gifted Support services are prescribed programming through a Gifted Individualized Education Plan (GIEP). GIEP Teams meet annually, at a minimum, to review and revise educational programming.

#### **Educational Programming for Students Eligible for Gifted Support Services**

##### *Center Grange and Todd Lane Elementary*

The goal of the Elementary Gifted Support Program is to provide adaptation, enrichment and acceleration for students whose abilities, at least in some areas, require greater challenges. These learning activities involve a variety of specially designed instructional techniques and are driven by a student's GIEP to provide an appropriate and rigorous educational learning experience. The elementary Gifted Support Teacher acts as a

resource to classroom teachers, parents, and students to insure that students meet their maximum potential. Educational opportunities may be provided through one of the following:

1. Specially Designed Instruction - The general education curriculum may be modified in the regular education classroom using:
  - Tiered assignments and/or instruction
  - Learning Centers
  - Individual Student Led Projects
2. Resource Room - This environment enables same age or multi-age students of similar intellectual abilities to receive direct instructional services with gifted peers in some or all of the following areas:
  - Cognitive Development highlighting critical thinking skills, creative thinking skills and problem solving
  - Independent Study
  - Personal Management
  - Artistic Expression
  - Social Skills and Leadership
  - Communication Skills
3. Acceleration - Based on a demonstrated need using multiple criteria including classroom performance, teacher recommendation and standardized evaluations, some students are placed at a higher level than same-age peers. Performance is continually assessed in the content area curriculum to insure appropriate placement. The Central Valley Cyber Academy is also available to those learners who wish to enroll in additional courses or complete courses at an accelerated pace.
4. Off-site Educational Experiences - The Beaver County Gifted Consortium offers many programs. Open to gifted students and other able learners, these academic events, competitions and enrichment activities are designed to extend and complement the general education and gifted education curricula. Programming may also be supplemented by attendance at workshops and/or interest-based field trips.

### *Central Valley Middle School*

The Middle School Gifted Program consists of enrichment opportunities that are designed to enhance the general education curriculum, and accelerate or modify the general education curriculum as needed. These learning activities involve a variety of specially designed instructional techniques and are driven by a student's GIEP to provide an appropriate and rigorous educational learning experience. The middle school Gifted Support Teacher acts as a resource to classroom teachers, parents, and students to insure that students meet their maximum potential. Educational opportunities may be provided through one of the following:

1. Specially Designed Instruction - The general education curriculum may be modified in the regular education classroom using:

- Tiered assignments and/or instruction
- Learning Centers
- Individual Student Led Projects

2. Acceleration - Students who meet eligibility criteria are provided the opportunity to be placed in an accelerated math class. The Central Valley Cyber Academy is also available to those learners who wish to enroll in additional courses or complete courses at an accelerated pace.

3. Off-site Educational Experiences - Students are also given opportunities to participate in various enrichment activities offered both within the school and outside of the school. These experiences are extensions of the general education curriculum, as well as a means for students to explore their particular areas of interest or academic strength. Enrichment experiences may include seminars, workshops, academic competitions, and visits to cultural and community resource sites. Many activities are planned through the Beaver County Gifted Consortium.

Students are not pulled from classes to attend regularly scheduled gifted classes; however, students have the opportunity to work on independent study assignments or projects during their activity period. Students are expected to attend regularly scheduled gifted meetings in which pertinent information related to upcoming enrichment opportunities is discussed. This is also a time for students to express their concerns/needs regarding any of their classes. Students are encouraged to seek the guidance of their Gifted Support Teacher at any time they have concerns.

#### *Central Valley High School*

The High School Gifted Program consists of enrichment opportunities that are designed to enhance the general education curriculum, and accelerate or modify the general education curriculum as needed. These learning activities involve a variety of specially designed instructional techniques and are driven by a student's GIEP to provide an appropriate and rigorous educational learning experience. At the high school level, the student plays a larger role in the development of his/her GIEP, and the high school Gifted Support Teacher acts as a resource to classroom teachers, parents, and students to insure that students meet their maximum potential. Educational opportunities are provided to students via announcements or the Gifted Bulletin Board and may be offered through one of the following activities:

1. Specially Designed Instruction - The general education curriculum may be modified in the regular education classroom using:

- Tiered assignments and/or instruction
- Learning Centers
- Individual Student Led Projects
- Career Exploration and Preparation

2. Acceleration - Students are permitted to schedule courses in such a way that they are able to accelerate through the district's curriculum if he/she so chooses. The district offers advanced placement courses, advanced classes, and electives that allow students to enhance learning experiences. The Central Valley Cyber Academy is also available to those learners who wish to enroll in

additional courses or complete courses at an accelerated pace. Additional opportunities are available for students to dually enroll in both high school and college courses at Penn State Beaver and/or The Community College of Beaver County. Independent study opportunities are also made available to students who demonstrate need and motivation.

3. Off-site Educational Experiences - Students are also given opportunities to participate in various enrichment activities offered both within the school and outside of the school. These experiences are extensions of the general education curriculum, as well as a means for students to explore their particular areas of interest or academic strength. Enrichment experiences may include seminars, workshops, academic competitions, and visits to cultural and community resource sites. Many activities are planned through the Beaver County Gifted Consortium.

At the high school level, students receiving Gifted Support services are strongly encouraged to be self-advocates to pursue individual talents and personal success.

### *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	
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	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	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

High School guidance curriculum is in the process of being developed. The district is implementing School Wide Positive Behavior Supports and Interventions to include coaching /mentoring components.

### *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	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
RtII	X	X	X	

Explanation of diagnostic, intervention and referral services:

The Central Valley School District believes that a pre-referral process targeting students for intervention is a vital component of the educational process. As a result, the district has allocated resources and staff time toward the development and maintenance of its ASAP (All Students' Advancement Program). Interventions are provided including small group, intensive skills and research based instruction. Data from universal screening instruments and state and local assessments is carefully collected and analyzed by reading and math specialists in order to help regular and special education teachers target appropriate interventions to students in Tier 2 and 3. This emphasis on the pre-referral process has most recently been extended to our Speech Language Support program with the development of an RTII based 5 minute speech session to address the needs of students, who are not formally identified allowing students to remain in their least restrictive environment to the maximum extent possible. Students who do not respond to intensive interventions as documented by progress monitoring may be referred for an individual evaluation to determine if students are in need of special education and/or gifted programming.

### *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	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:

Every building is in compliance with the consultation and coordination services.

### *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		
Press Releases				
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	X	X	X	X
Newsletters				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Frequency of Communication*

Elementary Education - Primary Level



- Monthly

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

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### ***Collaboration for Interventions***

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

Collaboration regarding interventions occurs during team and grade level meetings. At the elementary level, teachers meet daily from 8:05-8:40. Specific agenda items are discussed at each meeting. Reading and math specialists, special education teachers, and guidance counselors are available to act as resources for teams and individual teachers to insure that students receive appropriate interventions to target their academic, social, and emotional needs. The district's school psychologist and special education supervisor are also resources to grade level teams and individual teachers.

The district has initiated successful programs to expand the continuum of supports/services and educational placement options available such as a fully inclusive kindergarten program, a Response to Instruction and Intervention (RtII) program, cyber education for grades K-12, and has developed staff trainings within all district buildings to allow students to participate in the general education curriculum and classrooms to the maximum extent possible. Special education students entering school with identified needs are given all supplemental aids and services agreed upon at their transition meetings in the regular education environment. For students identified with developmental delays, two extended 1/2 day Developmental Kindergarten sessions are available. If a student's needs exceed that of which can be provided in the Developmental Kindergarten program, a student may be offered a half-day special education program in addition to regular education placement in order to work on IEP goals. This extended time in both programs is devoted to developing academic, social, fine/gross motor and language skills so that the student is able to enter first grade with necessary skills in order to be academically and socially successful.

For students in grades K-5, a data driven instructional program (ASAP) is in place. This tiered intervention program replicates the RtII model and provides additional instructional opportunities to regular education students. The ASAP program includes math interventions and a corrective reading program that is taught by highly qualified building reading specialists. As a result, students are provided remedial opportunities while remaining in their least restrictive educational environment. Progress monitoring tools are built into these intensive programs. Progress monitoring also occurs and is reviewed at grade level and team meetings where teachers review student assessment data to make appropriate recommendations for individual, whole group,

and/or grade level interventions and adjustments to classroom instruction and curriculum.

### *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

#### 1. Child Care

The district communicates throughout the year with our pre-school early intervention programs and local child care facilities to provide information regarding district services, community needs, health care concerns, and transition services available at the elementary buildings.

#### 2. After School Programs.

The elementary schools have after school programs.

- LatchKey
- Girls on the Run

#### 3. Youth workforce development programs

The district employs a full time transition coordinator that coordinates the following:

- School to work training programs at the high school
- Job shadowing
- Job Coaching
- School to Work opportunities offered
- Co-op

#### 4. Tutoring

- Tutoring is available district wide
- Teachers volunteer after school hours for tutoring
- Saturday mornings are available for tutoring 2 times a month at the middle school

- Guidance counselors facilitate parent requests for tutoring.

### *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 building principal, the district's special education supervisor, the school psychologist, and a special education teacher participate in transition programs for students entering kindergarten who receive early intervention services. During the month of January, the building principal and special education supervisor attend a meet and greet session at the Beaver Valley Intermediate Unit (BVIU) where parents can ask general questions and learn information about the district and enrollment procedures. Throughout the spring, transition IEP meetings are scheduled for students with developmental delays. The building principal, special education supervisor, and a special education teacher participate in meetings where parents and the school can collaborate regarding the individual needs of students and services and programs that are available within our district to meet those needs.

Programming is available to meet the needs of all students in their least restrictive environment with supplemental aids and services to include: related services of Speech, Occupational Therapy, and Physical Therapy; personal care assistance or paraprofessional supports; academic and/or physical accommodations and/or modifications; environmental accommodations and/or modifications to the classroom setting; and behavioral interventions and modifications. The district contracts with the BVIU to provide hearing support services for students in need of hearing supports and the Western PA School for the Blind in the event a student requires vision supports. Students may participate fully or partially in the general education classroom and curriculum with supports. In some cases, students receive full time special education programming in a special education classroom. In the event a student's needs cannot be met through available programs within the district, the IEP Team may discuss alternative educational placement.

The district provides a one-day delayed start for kindergarten students so that they may

experience their first day of school alongside their parents through an orientation program. This orientation day includes: a trial bus run with students and parents, meetings with classroom teachers, a parent meeting takes place separately with building administrator while students get acquainted with teachers in the classrooms. Parents then join students in classrooms to go over individual classroom procedures.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

1. ELA and Math curriculum have been aligned to Common Core. Science curriculum writing is in progress. Teachers have been incorporating ELA Common Core standards into Science and Social Studies Curriculum while progressing on aligning curriculum.
2. All teachers have been provided time to acquire resources aligned to common core as well as online resources to supplement their instructional textbooks.
3. Curriculum and curriculum maps are available to parents, students, and teachers through the website. Teachers are also able to access curriculum through EdInsight.
4. Administration and teachers have put emphasis through staff development meetings and new lesson plan format to accommodate diverse levels of learning styles, differentiation of instruction, analysis of data, and other student educational needs.

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

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

Provide explanation for processes used to ensure Accomplishment.

1. ELA and Math courses have been aligned to Common Core. Science is in progress. Social Studies will begin in the near future. Science and Social Studies have been implementing Math and ELA common core standards into course work.
2. All teachers have been provided time to acquire resources aligned to common core as well as online resources to supplement their instructional text book.
3. Curriculum and curriculum maps are available to parents, students, and teachers through the website. Teachers are also able to access curriculum through EdInsight.
4. Administration and teachers have put emphasis through staff development meetings and new lesson plan format to accommodate diverse levels of learning styles, differentiation of instruction, analysis of data, and other student educational needs.

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

*This narrative is empty.*

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

1. ELA and Math courses have been aligned to Common Core. Science is in progress. Social Studies will begin in the near future. Science and Social Studies have been implementing Math and ELA common core standards into course work.
2. All teachers have been provided time to acquire resources aligned to common core as well as apps and online resources to supplement their instructional text book. ELA teachers will be creating digital course content with the other courses to follow.
3. Curriculum and curriculum maps are available to parents, students, and teachers through the website. Teachers are also able to access curriculum through EdInsight.
4. Administration and teachers have put emphasis through staff development meetings and new lesson plan format to accommodate diverse levels of learning styles, differentiation of

instruction, analysis of data, and advisory/mentor student conferences to address student motivation, performance, and educational needs.

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

1. ELA and Math courses have been aligned to Common Core. Science is in progress. Social Studies will begin in the near future. Science and Social Studies have been implementing Math and ELA common core standards into course work.
2. All teachers have been provided time to acquire resources aligned to common core as well as apps and online resources to supplement their instructional text book. ELA teachers will be creating digital course content with the other courses to follow.
3. Curriculum and curriculum maps are available to parents, students, and teachers through the website. Teachers are also able to access curriculum through EdInsight.
4. Administration and teachers have put emphasis through staff development meetings and new lesson plan format to accommodate diverse levels of learning styles, differentiation of instruction, analysis of data, and advisory/mentor student conferences to address student motivation, performance, and educational needs.

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

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Level of Implementation

	is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Not Applicable
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not Applicable
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in

	less than 50% of district classrooms
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Further explanation for columns selected "

School Wide Positive Behavior Supports are currently being introduced at the elementary level and will be further expanded to the secondary levels. A Bullying Prevention Program is currently under review to be further expanded district wide. Additionally, the special education department is reviewing the reading, math, and science alternate academic content standards to ensure that the newly implemented alternate standards are incorporated into special education programming for students who take the alternate assessment, the PASA.

### Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Level of Implementation is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Not Applicable
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation



	is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "

School Wide Positive Behavior Supports are currently being introduced at the elementary level and will be further expanded to the secondary levels. A Bullying Prevention Program is currently under review to be further expanded district wide. Additionally, the special education department is reviewing the reading, math, and science alternate academic content standards to ensure that the newly implemented alternate standards are incorporated into special education programming for students who take the alternate assessment, the PASA.

With many district initiatives taking priority, we found a tremendous deficiency in time devoted towards the use of the SAS website to improve student achievement. Moving forward, there will be an emphasis for staff to navigate and pull resources from the website during their shared planning time to improve content and instructional delivery across all content areas.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district

	classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Level of Implementation is Unknown

#### Further explanation for columns selected "

School Wide Positive Behavior Supports are currently being introduced at the elementary level and will be further expanded to the secondary levels. A Bullying Prevention Program is currently under review to be further expanded district wide. Additionally, the special education department is reviewing the reading, math, and science alternate academic content standards to ensure that the newly implemented alternate standards are incorporated into special education programming for students who take the alternate assessment, the PASA.

With many district initiatives taking priority, we found a tremendous deficiency in time devoted towards the use of the SAS website to improve student achievement. Moving forward, there will be an emphasis for staff to navigate and pull resources from the website during their shared content partner planning time to improve content and instructional

delivery across all content areas.

The items listed as unknown will be addressed by our encore teachers. The items listed as NA will be focused on by the administration and guidance counselor to improve our building's educational process.

### High School Level

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

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

Further explanation for columns selected "

A comprehensive guidance curriculum is currently being created and aligned with the Pennsylvania career and work standards. School Wide Positive Behavior Supports are currently being introduced at the elementary level and will be further expanded to the secondary levels. A Bullying Prevention Program is currently under review to be further expanded district wide. Additionally, the special education department is reviewing the reading, math, and science alternate academic content standards to ensure that the newly implemented alternate standards are incorporated into special education programming for students who take the alternate assessment, the PASA.

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

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

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

The committee met and discussed in detail the current practices associated with our district and district staff as they relate to professional development.

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

We felt that we do most of the strategies that we did not select but not to the depth or breadth that would warrant us selecting them as being met.

- Embedding must have in district professional development (PD) plan

- PD that targets support and practices for struggling students and gifted students
- PD that targets standards based content knowledge for staff
- PD that targets the use of data analysis to influence and change classroom practices
- PD that is clearly defined for the district administrative staff
- Creation of a district-wide professional development committee

### *Strategies Ensuring Fidelity*

- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The committee met and discussed in detail the practices associated with our professional development opportunities available in our district and for our district staff.

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

We feel that we do most of the strategies not selected but not to the depth or breadth that we feel would warrant us checking them as being done.

- Connecting the district needs assessments to student achievement data
- Redo district needs assessment
- Develop and implement a professional development evaluation tool
- Create a yearly professional development map

### *Induction Program*

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

- 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 know and apply LEA endorsed classroom management strategies.
- 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.

The committee reviewed the current induction manual and plan for new teachers entering the district as well as the responsibilities identified in the plan for new teacher mentors.

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

The committee felt the induction plan was pretty solid but wants to update the plan to address areas we did not select.

- Update the induction manual
- We need to ensure more work is done around quality instruction
- Address diverse learning populations

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Knowledge of successful research-based instructional models.

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

The committee reviewed the needs assessment survey administered to new teachers as well as received input from committee members who had gone through the new teacher induction program within the last couple of years and teachers who have served as mentors in the past.

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

The committee feels that there are a few areas missing from our plan that need to be added.

- Update current induction manual and plan
- Address the needs of Long Term Subs

### ***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 and inductees must have compatible schedules so that they can meet regularly.

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

The committee discussed the process by which mentors are currently selected.

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

The group feels that the district needs to do more with regard to training mentor teachers.

- Make mentor training a part of the induction manual and plan.

### ***Induction Program Timeline***

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X				
Assessments	X	X				



Best Instructional Practices	X	X				
Safe and Supportive Schools						
Standards	X	X				
Curriculum	X	X				
Instruction	X	X				
Accommodations and Adaptations for diverse learners	X	X				
Data informed decision making	X	X				
Materials and Resources for Instruction	X	X				

If necessary, provide further explanation.

Safe and supportive school information needs added to the list of topics covered. In addition, the committee felt that when the induction manual and plan is updated it would be beneficial to outline a specific time table for each topic to be covered.

### ***Monitoring Evaluating and Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

There is a checklist of to do's that the mentee and mentor must complete and a timeline for completion. The completed documentation is submitted to the central office for evaluation and is filed in the employee file upon successful completion.

### ***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: **252**

### *Identification Method*

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

The Central Valley School District continues to identify students with specific learning disabilities through the use of the discrepancy model. The district's All Student's Advancement Plan (ASAP) is based on the Response to Instruction and Intervention (RTII) model and serves as a screening process for the identification of students in need of special education programming.

Students, who are identified and placed in the ASAP program, demonstrate a need for additional instructional opportunities and classroom interventions through ongoing data collection and assessments that are monitored by grade level teams and/or ASAP specialists. These students are a focus of district support personnel, who provide educational/behavioral interventions in and out of the classroom. Interventions are documented and progress monitoring is completed quarterly. Teachers involved with this program are offered training opportunities through IU 27, PDE, PaTTAN, and in house teaming with district ASAP specialists, special education staff, the Special Education Supervisor, and the district's Director of Curriculum, Instruction and Assessment, who oversees the program. Students who achieve AYP and proficiency on benchmark assessments are exited from the program.

The district's vision is to continue raising all student achievement through training on data collection, instructional planning, delivery of academic interventions, and progress monitoring, which is viewed as a stepping stone toward the implementation of a RTII model. Through continued training and practice, the staff will have the tools required to understand, implement, and monitor student progress over a defined period of time. As part of the district's comprehensive planning, Central Valley is in the process of reviewing data collected through the ASAP program over the past four years in order to refine and improve this system.

### *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>

Most recent data available through the Special Education Data Report, LEA Performance on State Performance Plan (SPP) Targets from the 2011/2012 school year indicate that enrollment differences are not significantly disproportionate in the disability categories of Deaf-Blindness, Hearing Impairment Including Deafness, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Traumatic Brain Injury,

and Visual Impairment Including Blindness.

Disproportionate categories include the following: Autism (LEA=11.9% vs. State 7.9%), Speech Language Impairment (LEA=20.8% vs. State 16.2%), Emotional Disturbance (LEA=4.1% vs. State=8.6%), and Intellectual Disability (LEA=5.6% vs. State=7.1%).

Disproportionate categories may be influenced by a decrease in the availability of post graduate state funding sources. The district is aware of an increased number of students, who are exercising their right to remain in the public school system until the age of 21. This trend will be addressed by continued effort toward a relevant transition program that meets the needs of our students with Autism, i.e., a full-time Transition Coordinator, who will continue to participate in trainings and informational sessions at the BVIU and PaTTAN sites. Special Education Teachers will work with the Transition Coordinator to assist students and families to coordinate with outside agencies and assist students to meet transition goals. In addition to students who are remaining in public school for a longer period of time, the district is receiving an increase in the number of medical evaluations diagnosing students with Autism and a need for specially designed instruction. Central Valley currently services students with Autistic Support through a continuum of services. Ongoing training opportunities are provided to staff through the BVIU and PaTTAN.

The district is aware that students with Speech and Language Impairments are identified at a rate that is in excess of the state level. Plans are currently underway to address this disproportionality by implementing a Speech and Language Intervention Program which is an RTII model for identifying students in need of intervention for speech and/or language needs. Phase one of implementation has begun with intervening for at-risk kindergarten students before impairments adversely impact education. Students are referred by classroom teachers or parents to the district's Speech and Language Pathologist who conducts a screen which includes observation and evaluation of sound errors using a baseline probe list. Students with non-developmental errors will be placed into the program and will participate in a speech and language tier group through either small group sessions or may participate in individual sessions utilizing a 5 minute articulation drill format that is research based and proven to increase efficiency and effectiveness of speech and language interventions in the student's least restrictive environment. Progress is reported quarterly and placement within the program can change at any time based on a student's progress towards goals. Students who do not evidence progress through the Speech and Language Intervention Program will be referred for a full speech and language evaluation. Grades 1-2 at Center Grange Primary School will be phased in over the next two school years.

As of 2011/2012, the district's population of Intellectually Disabled (ID) students is 5.6%, which is down from 9.1% in the previous school year and currently under the state average instead of above. This fact may be partly attributable to a school year which evidenced a correspondingly high number of graduates with an ID exceptionality. In addition, a review of medical input reveals that students are entering Special Education programming with a primary exceptionality of Autism vs. Intellectual Disability.

The district's Emotional Disturbance exceptionality is disproportionately lower than the state average, which is viewed as a strength. CVSD utilizes its Guidance staff, SAP Coordinator, Transition Coordinator, Special Education Supervisor, School Psychologist,

Anti-Bullying Program, and student-centered educational teams in order to address student's emotional needs. Plans are underway to further strengthen the 504 Service Agreement process by assigning a formal supervisory role to the School Psychologist.

### *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. The Central Valley School District is the host district for Gateway Rehabilitation Center and meets its obligations under 1306 as the host location by providing all needed services and supports to students with disabilities placed in that facility to include IEP management and implementation, evaluations, and progress monitoring through district programs or in Gateway Rehabilitation Center programs.

2. The district representative acts as the LEA in each of the placement/evaluation and IEP meetings to ensure that all needed supports and services are provided and FAPE is delivered to the student. The Special Education representative communicates with appropriate staff and family members outside the Central Valley SD to ensure that students receive FAPE.

3. At this time no barriers exist.

### *Incarcerated Students Oversight*

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

The Central Valley SD does not have a facility within its jurisdiction. The district has an agreement with the Hopewell Area SD where county facilities are housed to provide all needed services. When students are legally placed in facilities outside of Beaver County, the district fully cooperates to provide educational records. The district fully participates with appropriate agencies in all educational planning and ensures that all needed services are provided. When the student is transitioned back to his/her community, the district cooperates with all agencies and service providers to pave a smooth transition to the home school district.

### *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 Central Valley School District (CVSD) 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 utilizes the following process:

- All available types of placement options are discussed and considered beginning with services provided in the regular education setting.
- Placement to a more restrictive environment outside the regular education environment is considered appropriate only when services can not be delivered appropriately in the regular education classroom with the use of supplementary aids and services.
- All placement decisions are made through the special education process and agreed upon at the student's IEP meeting with parent participation and student participation, when appropriate.
- The student's full range of needs are discussed and determined.
- All placement decisions are based on the educational needs of the student.
- If the student's educational needs result in placement outside the regular educational class, school, or district, the IEP team will consider opportunities for the student to participate in appropriate programs and activities (curricular and extra-curricular) with non-disabled peers. When participation in an inclusive setting is needed, supplementary aides and services are discussed and agreed upon to ensure that the student can fully participate in such programs and activities.

2. The district has initiated successful programs to expand the continuum of supports/services and educational placement options available such as a fully inclusive

kindergarten program, a Response to Instruction and Intervention (RTII) program, cyber education grades K-12, and has developed staff trainings within all district buildings to allow students to participate in the general education curriculum and classrooms to the maximum extent possible. Special education students entering school with identified needs are given all supplemental aids and services agreed upon at their transition meetings in the regular education environment. For students identified with developmental delays, two extended 1/2 day Developmental Kindergarten sessions are available. If a student's needs exceed that of which can be provided in the Developmental Kindergarten program, a student may be offered a half-day special education program in addition to regular education placement in order to work on IEP goals. This extended time in both programs is devoted to developing academic, social, small/gross motor and language skills so that the student is able to enter first grade with necessary skills in order to be academically and socially successful.

For students in grades K-5, a data driven instructional program (ASAP) is in place. This tiered intervention program replicates the RTII model and additional instructional opportunities are available to regular education students. The ASAP program includes math interventions and a corrective reading program which is taught by highly qualified building reading specialists. As a result, students are provided remedial opportunities while remaining in their least restrictive educational environment.

The Central Valley Cyber Academy has been created in-district allowing students to receive FAPE in the least restrictive environment when it has been determined that an alternate format of classroom instruction will enhance the educational performance of the student. The cyber education program includes support to regular education and special education students. Regular and special education teachers work within the CV Cyber Academy to ensure that appropriate accommodations and modifications are made to the curriculum when needed. The IEP Team convenes to monitor and develop appropriate programming and supports. Student progress is monitored and documented quarterly to ensure that individual needs and appropriate placement are addressed. Students are provided with the flexibility of choosing a full-time cyber education model of instruction or a blended model of instruction including access to the traditional classroom setting. The cyber curriculum provided is accredited, and instruction is delivered by certified teachers who are highly qualified.

All teachers are offered training opportunities as they become available through IU 27, PDE and PaTTAN. In-house training occurs at weekly grade level meetings through teaming and workshops provided by district math and literacy instructional support staff, Title I, and special education staff. Training and Professional Learning Communities are related to developing standards based academic goals for students. This includes setting small learning communities within the classroom and utilizing all available support staff to develop differentiated methods of instruction to ensure the highest quality instruction takes place for all students. Individual student progress is monitored and reported back to the student's IEP or ASAP Team. All instruction as well as student response to intervention is documented and adjusted to the individual student's learning needs.

The district utilizes the following Supplementary Aids and Services to allow students with

disabilities to be successful in the general education environment:

Collaborative

- All school personnel collaborate in the development and delivery of supplementary aids and services
- Instructional arrangements are designed to support collaboration through teaming at the elementary and middle levels and through co-teaching or inclusive support at the high school. The district also utilizes co-teaching, paraeducator support, and consultation with related service personnel to support instructional teams
- Scheduled opportunities for co-planning and collaboration amongst teachers and/or parent collaboration during team time at the elementary and middle levels and common planning at the high school
- Coaching and training for staff by IU TAC Staff or district representative for assistive technology for an individual student
- Early intervention transition meetings
- Transition meetings to include needed outside agencies, prospective job training sites, and life living arrangements for secondary students (OVR, MHMR and all community agencies)
- Progress reporting and the use of a data warehouse and school information systems to track and monitor student progress and design programming to meet student needs

Instructional

- Instructional adaptations such as: pre-teaching/reteaching, graphic organizers, examples/non-examples, visual aids, etc.
- Alternate materials such as: materials on tape, book share, text to speech, large print, ipad, alternate computer access, etc.
- Differentiated instruction
- Test modifications
- Alternate ways for students to demonstrate learning such as projects, oral reports, etc.
- Direct instruction in functional skills needed within an inclusive environment
- Curricular modifications
- Reader services or interpreters, as needed
- Direct instruction in community, job research, training, and application

- Assistive technology

#### Physical

- Preferential seating arrangements
- Adaptive equipment
- Structural aids such as: wheelchair accessibility, grab bars, etc.
- Environmental aids such as specific heating arrangements, ventilation and classroom FM and personal FM systems
- Furniture arrangements
- Adjustments for sensory input such as lighting and sounds
- Access to sensory impact materials

#### Social-Behavioral

- Social skills instruction
- Behavior teams
- Counseling supports
- Peer buddies
- Functional behavior assessments and individualized behavior support plans
- Direct instruction in adaptive behavior skills
- Cooperative learning and role playing
- Community based instruction (CBI)

3. LEA Performance on the State Performance Plan (SPP) indicates that Central Valley SD met SPP Targets during the 2011/2012 school year in the categories of *SE Inside Regular Class 80% Or More* and *SE Inside Regular Class Less Than 40%*. The district did not, however, meet the target in *SE in Other Settings* (LEA=9.1% in 2011/2012 LEA=8.5% in 2012/2013). This fact was addressed with all staff and administrators during the 2011/2012 Compliance Monitoring for Continuous Improvement (CMCI). As part of the district's Corrective Action Plan, a team was formed including administrators, special and regular education staff, parent representative, and IU 27 TAC staff to receive training in Inclusive Practices at PaTTAN during 2012-2013. In house training conducted by Inclusive Practices Team members began during the 2013-14 school year at Central Valley High School (CVHS) and will be phased into other buildings over the next three years. Training includes the SAS Toolkit, IEP development, LRE Guidelines, positive behavioral strategies and techniques, and differentiated instruction to assist teachers with best practices that



meet student needs using the the general education curriculum within an inclusive environment to the maximum extent possible with the use of Supplementary Aids and Services. In addition, Behavior Teams have been developed at the high school including administrators, special education teachers, Transition Coordinator, SAP Coordinator, School Psychologist, and Guidance Counselors in order to address educational and behavioral needs within the student's least restrictive environment. Training and implementation for middle school and elementary behavior teams will be phased in over the next three school years.

Currently there are 22 students who are placed outside of the Central Valley School District in approved private schools or alternative private schools. There are 2 students currently receiving instruction in the home due to medical needs that require such restrictive placement. All educational placements were determined by IEP teams, and placement discussions began with placement in the least restrictive environment which is the general education curriculum in the regular education classroom.

Any student placed outside the regular education environment, including out-of-district placements, is monitored quarterly. When data demonstrates that sufficient progress toward IEP goals has occurred, that student is returned to the regular education classroom and/or the IEP Team reconvenes to discuss appropriate placement. The district's representative attends all out-of-district IEP meetings and maintains rapport with families and out-of-district school staff, monitors student progress, and facilitates transitions back to the home district when appropriate. Transition Plans for 3 students are being developed to prepare them to return to their home district.

### *Behavior Support Services*

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

Through district policy the Board of Directors of the Central Valley School District direct that behavior support programs shall be based on positive rather than negative behavior techniques to ensure that all students shall be free from demeaning treatment and aversive techniques such as the use of restraints. The use of restraints shall be used as a measure of last resort only after less restrictive measures such as de-escalation have been implemented. Functional behavior assessments will be conducted for individual students who display behaviors of concern. Positive Behavior Support Plans will be developed and implemented based on assessment data to include a variety of research based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Recent initiatives include the development of Crisis Prevention Intervention (CPI) teams, which have been formed in all district buildings. These teams have received Non-Violent CPI

training and certification and not only act as first responders when a student's behavior has escalated but also utilize prevention strategies to avoid possible crisis situations. Strategies are implemented that reduce the frequency and severity of behaviors. CPI team members utilize de-escalation techniques to ensure student safety, successfully assisting students in defusing anxious, hostile, or violent behavior at the earliest possible stage. Another initiative to be explored includes the possibility of utilizing the full-time School Psychologist to help oversee students with a 504 Service Agreement. Including the School Psychologist in the development of 504 Plans will hopefully be a proactive measure in assisting with positive supports that defuse potential behavior problems.

Overall, a classroom climate encouraging tolerance and acceptance of students with diverse learning needs is a priority of the district. At the present time, Central Valley is in the process of consulting with local IU 27 TAC staff in order to research the possibility of implementing a research-based School Wide Positive Behavioral Support program.

Currently, we implement positive behavior supports that reinforce appropriate behaviors by providing a variety of interventions including:

- Counseling groups that meet regular and special education student needs in the areas of Social Skills and Decision-Making Skills
- Social Skills instruction for regular and special education students
- Social language instruction for students with Autism
- Community outreach and Autism awareness including community programs, student activities and fund raising
- Counseling as a related service by Guidance staff and the School Psychologist
- Guidance support and classroom lessons
- SAP training and support by on-site Prevention Specialists
- Middle School teaming and Advisory meetings
- Anti-bullying instruction and support teams, i.e., Center Grange Primary PATHS program, Todd Lane Intermediate Second Step program, Middle School Second Step program, High School Connect program, Anti-bullying Team, and Bully Buzz newsletter coordinated by a trained Special Education teacher and coordinated through the regular education English 10 classroom
- Clubs designed to provide peer support and facilitate friendships, i.e., PEACE Club promoting a positive school culture; CARE Club encouraging student participation through community based service activities; Walking Club, and Teen Leadership
- Special Education Behavior Team plans, Positive Behavior Support plans, and Functional Behavior Assessment on-site trainings by the Special Education Supervisor and School Psychologist

- Specially designed instruction that modifies rules and expectations to meet individual student needs
- Cooperative learning strategies
- Team meetings with mental health providers in the schools (family based therapists, mobile therapists, BSC, TSS workers)
- Drug and Alcohol Supports and the School Resource Officer
- Classroom behavior systems
- On-site training and guided support by the Special Education Supervisor, School Psychologist, and Guidance Counselors to heighten awareness and support effective behavioral strategies
- Trainings provided through IU 27 TAC staff, PaTTAN consultants, Prevention Project, and local, state and national trainings to provide current information on effective positive behavioral strategies

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

At this time, the Central Valley School District (CVSD) has not experienced difficulty ensuring FAPE for any category. The district works closely with the IU 27 TAC staff, PaTTAN consultants, contacts outside placements, service providers, and advocacy groups (Autism and MHMR, etc.) to look at individual student needs. The IU interagency representative is also consulted in the event the district has difficulty ensuring FAPE for an individual student with complex needs. All placement decisions are made by the IEP Team based on what placement would be in the best interest of a particular student while providing them an education in their least restrictive environment to the maximum extent possible. The district invites outside consultants to be part of the placement process. If this problem would arise, the following steps would be taken:

- Convene or reconvene the IEP Team

- Review the student's records to identify supports provided, and determine if the child's unique needs are being met. Has the child been given the opportunity to participate with typical peers to the maximum extent possible?
- Identify existing services and supports available within the school district and community
- Mobilize these assets to develop a plan of support
- Monitor the child's progress
- Provide necessary support for school personnel

If current placement is determined to not be appropriate within the regular education school, the Special Education Supervisor will coordinate a meeting including all necessary school personnel to discuss possible alternatives to the current placement. Included in this meeting would be the following representatives:

- District LEA
- Parents
- Student (if appropriate)
- Student's special education and regular education teachers
- TAC staff from IU
- Representative of key agencies and organizations
- School Psychologist

In the case of drug/alcohol, violence, or severe mental and or physical issues, the district would immediately reconvene the IEP Team and contact outside agencies needed to make a diligent decision on needed educational options and appropriate placement to be completed in a timely fashion to ensure FAPE.

Although there are no students in the district who need vision services at this time, CVSD no longer has contracted vision support services through our local Intermediate Unit (IU 27).

To insure the provision of FAPE for a student with a vision impairment, the Special Education Supervisor collaborates with IU 27 to seek outside agencies and supports.

CVSD has established an in-district cyber education program for grades K-12 that supports student needs both inside and outside of the brick and mortar school buildings. There are currently 4 students who receive special education services, who are enrolled in the Central Valley Cyber Academy. Currently students in grades 6-12 have the option of either completing cyber courses at home, in the school's middle and high school cyber labs, or through a blended schedule that includes both home and classroom environments. Plans are underway to create cyber labs in Todd Lane Elementary and Center Grange Primary School so that blended programming can provide FAPE for elementary students who may

be experiencing difficulty in a traditional school setting.

### *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.

Central Valley is proud to be the first district in the state of Pennsylvania to have successfully merged two independent school districts into one. Beginning with the 2009-10 school year, the former Center Area and Monaca School Districts voluntarily merged to form what is currently known as the Central Valley School District (CVSD). We believe that our greatest strength with respect to special education programming is a strong commitment toward the provision of the highest quality education possible in the home school and regular education setting. To this end, the district continues to partner with the Beaver Valley Intermediate Unit (IU 27) in order to provide the best special education services and programs possible. The IU 27 TAC staff as well as PaTTAN consultants are a valued resource to the district in helping design and implement programs and provide staff trainings. Specific strengths of Central Valley's Special Education program are listed below:

1. Our most recent mission includes a training initiative with teachers and paraeducators in the area of Inclusive Practices so that, with the use of supplementary aids and services, all students can participate in the regular education classroom to the maximum extent possible. In the fall of 2012, an Inclusive Practices Team of teachers and administrators was formed at the high school level to help identify strengths and needs of the district's inclusion program. One outcome of this endeavor has included the development of high school student profiles, which assist teachers with pertinent information supporting the delivery of specially designed instruction to students in their least restrictive environment. To assist our students with social skills deficits to successfully participate in an inclusive environment, the staff at Central Valley High School (CVHS) is collaborating with Best Buddies and exploring the possibility of beginning a chapter of this national program at CVHS. Best Buddies partners students with special needs with typical peers and encourages friendships among students through activities designed to promote social skills and acceptance. This program not only fosters relationships between typical and non typical peers but also creates an environment of respect and acceptance throughout the school. When partnering with Best Buddies, our school district will receive an immense amount of support from the organization. In addition, the district has recognized the need for inclusive practices in the early years of a child's educational program. In the fall of 2013, special education teachers and paraeducators participated in training that has resulted in an improved awareness of ways in which student independence can be exercised in the early years. Elementary student goals have been identified and interventions implemented to help students learn and apply functional and adaptive behavior skills that encourage independence in an inclusive educational setting. As a follow-up, and beginning in grade

three, students will be intentionally provided opportunities with community based field trips and instruction so that skills can be applied in the community setting.

2. A specific highlight of CVSD's inclusive practices is the district's commitment to a teaming approach. Learning Support staff at the elementary schools attend grade level regular education meetings in order to effectively communicate and resource staff regarding student needs in the regular education setting. Intentionally built-in common planning time has been developed at the middle school, which supports the implementation of IEP goals and delivery of effective instruction to all students. A clearly defined schedule has been developed for regular education teachers at the high school to meet with learning support staff to receive support with tools and strategies for instructional design and assessment. Common planning time has also been built into the schedules of the learning support staff at each building level to allow those individuals to meet regularly as a department to insure the continuity of programming across the grade levels, promote best instructional practices, problem solve, and refine IEP development and specially designed instruction. Push-in support and co-teaching continues to be emphasized in all buildings. Additionally, the district employs several paraprofessionals and personal care aides to assist with building a nurturing and safe environment for students. These individuals are a valuable resource to the district and assist students with interpersonal skills, self-regulation skills, and academics. All CVSD paraeducators meet highly qualified guidelines and maintain 20 hours of professional development annually.
3. Through community outreach, parents are encouraged to participate in all district and community educational groups. The Special Education Supervisor represents CVSD as a member of the Local Parent Rights Task Force, which is a community group dedicated to keeping parents informed and improving services provided in Beaver County. Information on how to get involved in local community groups is sent home with students and available on the district's website. Parent trainings occur at IEP meetings, parent teacher conferences, open house, and student orientation. Each IEP meeting is attended by the Special Education Supervisor who provides on-site consultation to the team. The School Psychologist is also available to provide consultation and resources to parents and staff as needed. Additional information and resources are available to parents on the district's website.
4. The district continues to employ a full time Transition Coordinator, who works closely with IU 27 to develop a successful transition program. The transition team has initiated social skills programs in both the middle and high school to help students relate to the changing world around them. Community based instruction occurs quarterly in both the middle and high school to help students learn and apply skills needed for employment and independent living. Students with special needs at these levels participate in career based assessment and exploration. A Transition Portfolio is maintained for each student to assist with job search or post secondary education/training. During the school year, students are mentored by job coaches in employment/training settings within the school district and community resulting in career opportunities. Outside agencies and our community at large are enlisted to strengthen the program. Outside financial grants and partnerships with local businesses are currently being pursued to fund and support additional transition

opportunities. Our program provides a student, who may be experiencing difficulty in a traditional high school setting, with additional educational opportunities through certification programs at both the Beaver County Career and Technology Center and Community College of Beaver County; extended job shadowing experiences; in-school apprenticeships in the cafeteria, janitorial/maintenance division, school and office environment; and community job training with various business and retail stores. A collaborative approach is utilized at the high school to provide create programming to meet the unique needs and post secondary goals of individual students. This includes enlisting the Office of Vocational Rehabilitation (OVR) to meet with students during their senior year to assist with guidance and training with regard to post secondary resources and funding for individuals with disabilities. The district also recognizes that a transition from one school building to another can be a challenge for students with special needs. Activities have been designed to assist both students and parents with this type of transition as well. Activities include: spring observation of students conducted by staff from the next grade level, team meetings to discuss transition needs, scheduled trips and activities in the building which students will move, orientation events, peer mentoring, and all district buildings are open to parents and students during the summer to provide scheduled individual tours.

5. Central Valley believes that a pre-referral process targeting students for intervention is a vital component of the educational process. As a result, the district has allocated resources and staff time toward the development and maintenance of its ASAP (All Students' Advancement Program). Interventions are provided including small group, intensive skills and research based instruction. Data from universal screening instruments and state and local assessments is carefully collected and analyzed by reading and math specialists in order to help regular and special education teachers target appropriate interventions to students in Tier 2 and 3. This emphasis on the pre-referral process has most recently been extended to our Speech Language Support program with the development of an RTII based 5 minute speech session to address the needs of students, who are not formally identified allowing students to remain in their least restrictive environment to the maximum extent possible.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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



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

## Special Education Assurances

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

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

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

Facility Name	Facility Type	Services Provided By	Student Count
Gateway Rehabilitation Center	Incarcerated	Gateway Rehabilitation Center	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon School	Special Education Centers	IU operated special education center providing full time special education supports including Multi-Disability Support, Autistic Support, Life Skills Support, Learning Support	10
School at McGuire Memorial	Special Education Centers	A private school for students providing full time special education services including Multi-Disability and Autistic support	4
St. Stephens Lutheran Academy	Special Education Centers	A private special education center providing full time special education services including Emotional and Autistic support	3
Watson Institute	Approved Private Schools	A private school providing full time special education services including Multi-Disability and Autistic support	3
Pressley Ridge Day School	Approved Private Schools	A private school providing full time special education services including Emotional and Autistic support	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 8	2	0.5
Center Grange Primary School	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 8	2	0.5

**Program Position #2***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	3	1

**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 10	1	0.1
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	3	0.38
Todd Lane Elementary School	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 10	5	0.52

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 13	1	0.1
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	6	0.9

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	16	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 11	1	0.1
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	12	0.9

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 16	1	0.12
Central Valley 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 15	6	0.87

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley 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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 11	1	0.1
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	5	0.9

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	1	0.02
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	10	0.98

**Program Position #11***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 14	1	0.1
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	1	0.02
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	6	0.88

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley High	A Senior	A building in	Itinerant	Autistic	14 to	2	0.17

School	High School Building	which General Education programs are operated		Support	14		
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 14	1	0.02
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	11	0.81

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	15 to 15	1	0.17
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	19	0.83

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	16 to 16	1	0.09
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 17	1	0.04
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	16	0.87

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

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	1	0.05
Central Valley 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 17	10	0.95

**Program Position #16***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	2	0.07
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	19 to 19	1	0.09
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	4	0.5
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 17	1	0.09
Central Valley 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	16 to 18	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Center Grange Primary School	An Elementary School	A building in which General Education	Itinerant	Speech and Language Support	5 to 8	23	0.68

	Building	programs are operated					
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	4	0.13
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 19	9	0.19
Justification: The speech teacher intentionally designs sessions to group students within the mandated 3 year age span and/or focuses on same speech goals.							

**Program Position #18***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	47	0.72
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	12	0.19
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 18	6	0.09

**Program Position #19***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Center Grange Primary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.02
Todd Lane Elementary	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.02
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.02
Central Valley High School	A Senior High School	A building in which General	Itinerant	Deaf and Hearing	16 to 16	1	0.02



	Building	Education programs are operated		Impaired Support			
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### Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	All District Buildings	1
School Psychologist	All District Buildings	1
Special Education Secretary	All District Buildings	1
Transition Coordinator	All District Buildings	1
Instructional Aides	All District Buildings	21
Personal Care Aides	All District Buildings	13

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Consultative Audiological Services	Intermediate Unit	10 Minutes
Personal Care Nurse	Outside Contractor	5 Days
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Outside Contractor	8 Hours
Educational Interpreter	Outside Contractor	5 Days

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

This question has not been answered.

## District Accomplishments

### Accomplishment #1:

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived strengths in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Student Centered

### Accomplishment #2:

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived strengths in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Support Systems for Students

### Accomplishment #3:

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived strengths in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Whole Child Education

## District Concerns

### Concern #1:

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- A More Rigorous, Aligned Curriculum

### Concern #2:

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Accountability

### Concern #3:

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Test Scores

### Concern #4:

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Consistency

### Concern #5:

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Communication

## Prioritized Systemic Challenges

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

### Aligned Concerns:

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- A More Rigorous, Aligned Curriculum

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Accountability

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Test Scores

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Consistency

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

**Aligned Concerns:**

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- A More Rigorous, Aligned Curriculum

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Accountability

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Test Scores

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Consistency

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

**Aligned Concerns:**

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- A More Rigorous, Aligned Curriculum

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Accountability

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Test Scores

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Consistency

**Systemic Challenge #4** (*System #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Aligned Concerns:**

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and

for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Test Scores

**Systemic Challenge #5** (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Accountability

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Test Scores

**Systemic Challenge #6** (*System #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:**

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Test Scores

**Systemic Challenge #7** (*System #11*) Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

**Aligned Concerns:**

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Accountability

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Test Scores

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

**Aligned Concerns:**

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Consistency

**Systemic Challenge #9** (*System #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- A More Rigorous, Aligned Curriculum



The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Test Scores

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Consistency

**Systemic Challenge #10** (*System #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 had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Accountability

The district had focus group meetings in each of our 4 buildings for our community and staff to identify perceived concerns in the district. The focus group information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived concerns for the district. The concerns are as follows:

- Improved Communication

# District Level Plan

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## Action Plans

### Goal #1: Improved Communication

#### 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: Comprehensive Communication Plan

Specific Targets: Annual survey of targeted groups identified in the plan to evaluate effectiveness of district communication.

#### Strategies:

##### *District Wide Comprehensive Communication Plan*

#### Description:

The District will create a comprehensive communication plan that identifies key groups that need communicated with, the types of information that needs communicated, and the means in which appropriate communication will take place.

**SAS Alignment:** None selected

#### Implementation Steps:

##### *Create a Comprehensive Communication Plan*

#### Description:

The communication committee will create a proposed district communication plan to include:

- Identify a committee to create a comprehensive communication plan for the District
- Identify key communicators within the school community
- Seek Board approval of proposed communication plan
- Implement the communication plan to include
  - What to communicate
  - Who to communicate with
  - Medium of communication
- Annual review of the communication plan

**Start Date:** 4/1/2015      **End Date:** 7/1/2016

**Program Area(s):**

**Supported Strategies:**

- District Wide Comprehensive Communication Plan

## **Goal #2: Accountability and Consistency**

### **Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- 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 teachers and administrators receive timely, effective support and intervention as needed.
- 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.

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Curriculum maps, Lesson plans, Common Assessments

Specific Targets: PSSA results, Keystone results, SPP scores, PVAAS results, Local Assessments (Benchmarks, CBAs, etc..)

***Strategies:***

***Common Assessment within Grade/Subject***

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

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

***Curriculum Mapping***

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio

DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

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

#### *Validation of Implemented Assessments*

##### **Description:**

- Internal and external review of classroom assessment practices
- Create a committee of grade level/content area teachers K-12 to review assessment practices vertically and horizontally for appropriate rigor and consistency
- Create a K-12 assessment calendar for state and local assessments
- Hire a third party to review assessment practices
- Annual committee review of assessment practices

**Start Date:** 1/5/2015      **End Date:** 6/30/2020

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

##### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

#### *Creation of Local Classroom Assessments*

##### **Description:**

- Create common assessments across grade levels and content areas
- Establish practices for annual assessment review

**Start Date:** 1/5/2015      **End Date:** 6/30/2020

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping

*Create a Comprehensive Communication Plan***Description:**

The communication committee will create a proposed district communication plan to include:

- Identify a committee to create a comprehensive communication plan for the District
- Identify key communicators within the school community
- Seek Board approval of proposed communication plan
- Implement the communication plan to include
  - What to communicate
  - Who to communicate with
  - Medium of communication
- Annual review of the communication plan

**Start Date:** 4/1/2015    **End Date:** 7/1/2016

**Program Area(s):**

**Supported Strategies:** None selected

*Common Lesson Plan***Description:**

Create a Common Lesson Plan Format K-12 to include:

- Danielson Model
- Differentiated Instruction
- Technology Use

**Start Date:** 9/8/2014    **End Date:** 6/5/2015

**Program Area(s):****Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

*Curriculum Mapping***Description:**

- Align CVSD courses to the National Common Core Standards
- Internal and external review of completed curriculum maps

**Start Date:** 9/9/2013      **End Date:** 6/30/2020

**Program Area(s):****Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

*Employment of Professional Staff***Description:**

- Revisit the policy for recruitment of professional staff
  - Items for consideration
    - Recruitment of candidates
    - Nepotism
    - Community Involvement
    - Board Involvement
    - Administrative Involvement
    - Step consideration for experienced teachers

**Start Date:** 9/1/2015      **End Date:** 6/1/2016

**Program Area(s):**

**Supported Strategies:** None selected

### **Goal #3: Improved Student Achievement**

#### **Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- 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 teachers and administrators receive timely, effective support and intervention as needed.
- 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.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

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

Type: Annual

Data Source: Curriculum Maps, Lesson Plans, Common Assessments, Annual Professional Development Plan, Teacher Induction Plan, and Course Offerings

Specific Targets: PSSA results, Keystone results, SPP scores, PVAAS results, Local Assessments (Benchmarks, CBAs, etc..)



## **Strategies:**

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddmg\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### *Curriculum Mapping*

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

**SAS Alignment:** Standards, Materials & Resources

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/Difflnstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### *Full Day Kindergarten*

**Description:** One study indicates Full-Day Kindergarten may not enhance achievement in the long term and may actually be detrimental to mathematics performance and non-academic readiness skills; the study indicates that the 5th grade achievement gap between white and black students is related to non-academic readiness skills possessed by students prior to entering kindergarten. (Source: [http://www.rand.org/pubs/monographs/2006/RAND\\_MG558.pdf](http://www.rand.org/pubs/monographs/2006/RAND_MG558.pdf) ) Another study indicates that low socioeconomic status minority students who attended full-day kindergarten performed statistically better in math and reading in third grade than did the identified students who attended half-day kindergarten. <http://opus.ipfw.edu/cgi/viewcontent.cgi?article=1009&context=spe>

**SAS Alignment:** Instruction

### *Increased Quality Instructional Time*

**Description:** Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time> )

**SAS Alignment:** Instruction, Safe and Supportive Schools

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

### *Feasibility Study- Full Day Kindergarten*

**Description:**

Conduct a feasibility study to include:

- Facility Evaluation
- Staffing Impact
- Budget Impact
- Transportation Needs

Present findings to the Board of Education.

**Start Date:** 9/1/2015    **End Date:** 6/30/2016

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

**Supported Strategies:**

- Full Day Kindergarten
- Increased Quality Instructional Time

### *Common Lesson Plan*

**Description:**

Create a Common Lesson Plan Format K-12 to include:

- Danielson Model
- Differentiated Instruction
- Technology Use

**Start Date:** 9/8/2014    **End Date:** 6/5/2015

**Program Area(s):**

**Supported Strategies:**

- Curriculum Mapping
- Differentiating Instruction

### *Advanced Course Offerings/Enrichment*

**Description:**

- Identify additional advanced course offerings at the secondary level
- Establish curriculum criteria for advanced course designation
- Establish prerequisites for advance course eligibility
- Establish criteria for enrichment eligibility at the elementary level
- Create opportunities for flexible grouping during the regular school day
- Create curriculum for advanced courses
- Create extensions of the curriculum for enrichment activities
- Select resources for curriculum and materials
- Provide training opportunities for teachers to instruct students in honors and advanced placement courses
- Establish a timeline for implementation

**Start Date:** 9/1/2015    **End Date:** 9/1/2020

**Program Area(s):****Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Differentiating Instruction

*Employment of Professional Staff***Description:**

- Revisit the policy for recruitment of professional staff
  - Items for consideration
    - Recruitment of candidates
    - Nepotism
    - Community Involvement
    - Board Involvement
    - Administrative Involvement
    - Step consideration for experienced teachers

**Start Date:** 9/1/2015    **End Date:** 6/1/2016

**Program Area(s):**

**Supported Strategies:** None selected

## *Curriculum Mapping*

### **Description:**

- Align CVSD courses to the National Common Core Standards
- Internal and external review of completed curriculum maps

**Start Date:** 9/9/2013      **End Date:** 6/30/2020

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

### **Supported Strategies:**

- Curriculum Mapping

## *Review of current CVHS schedule*

### **Description:**

- Review current HS schedule and identified strengths and concerns
- Identify high achieving high schools of similar size and demographics to our current block schedule
- Research information comparing traditional and block schedules
- Create a factual presentation based committee research on the pros and cons of block vs traditional scheduling
- Presentations to the Board of Education, Steering committee, faculty, students and parents
- Solicit feedback from faculty, students and parents through surveys and Q/A sessions
- Presentation and committee recommendation to the CVSD Board of Education
- Create an implementaion timeline should the schedule change

**Start Date:** 5/1/2014      **End Date:** 1/22/2015

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

### **Supported Strategies:**

- Increased Quality Instructional Time

## *Gifted and Special Education Screening Procedure*

### **Description:**

- Review and revise All Student's Advancement Program (ASAP) criteria to indicate a clear identification procedure for students in need of enrichment or remediation
- Connect ASAP criteria to child find obligations to screen and identify students who may be eligible for Special Education and /or Gifted Services.
- Provide parent informational sessions regarding intervention and enrichment programs

**Start Date:** 1/30/2015      **End Date:** 1/29/2016

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

### **Supported Strategies:**

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

## *Revised Teacher Induction Plan*

### **Description:**

- Create a Teacher Induction Committee
- Review and revise the teacher induction manual annually

**Start Date:** 5/1/2015      **End Date:** 8/3/2015

**Program Area(s):** Teacher Induction

### **Supported Strategies:**

- Substantial Professional Development

## *Annual Professional Development Plan*

### **Description:**

- Create a Professional Development Plan Committee
- Review and revise survey for professional development needs
- Create yearly professional development calendar
- Create professional development evaluation tool

**Start Date:** 5/1/2015    **End Date:** 8/14/2015

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

**Supported Strategies:**

- Substantial Professional Development

**Goal #4:** Support the Social and Emotional Needs of Students

**Related Challenges:**

- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.
- 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: Guidance Referrals and Discipline Infractions

Specific Targets: Surveys

**Strategies:**

## *Dropout Prevention Expansion*

**Description:** WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dp\\_pg\\_090308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) ) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate.,” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: <http://www.dropoutprevention.org/effective-strategies> and [http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL\\_2011103.pdf](http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf) )

**SAS Alignment:** Safe and Supportive Schools

## *Counselor-to-Student Ratio Reduction*

**Description:** Sources cite research that supports the positive relationship of counseling to student achievement and other student factors. There is a presumption expressed that reducing the counselor-to-student ratio is important, but there is no evidence presented regarding an optimum ratio, nor is there evidence that reducing existing ratios has a positive correlation with student achievement or other student factors. (Sources: [http://www.econ.ucdavis.edu/faculty/scarrell/counselors\\_input.pdf](http://www.econ.ucdavis.edu/faculty/scarrell/counselors_input.pdf); <http://www.econ.ucdavis.edu/faculty/scarrell/counselors2.pdf>; and <http://www.cde.ca.gov/ls/cg/rh/counseffective.asp> ) Student-to-Counselor Ratios are reported, but the source does not provide evidence of an optimum ratio. (Source: [http://www.counseling.org/PublicPolicy/ACA\\_Ratio\\_Chart\\_2011\\_Overall.pdf](http://www.counseling.org/PublicPolicy/ACA_Ratio_Chart_2011_Overall.pdf) )

**SAS Alignment:** Safe and Supportive Schools

## *Positive Behavior Support*

**Description:** “Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.” (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of



student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) )

**SAS Alignment:** Safe and Supportive Schools

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

#### *Elementary Guidance Counselor/Student Assistance Program*

##### **Description:**

- Review and evaluate prevention services
- Review current student to counselor ratio
- Review ASCA recommendation for student to counselor ratio
- Analyze district data (SAP referrals, bullying referrals, discipline referrals, attendance, grades, and referrals to outside agencies, etc.)
- Develop and administer needs assessment survey
- Present information to the Board

**Start Date:** 9/1/2015      **End Date:** 6/10/2016

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

##### **Supported Strategies:**

- Counselor-to-Student Ratio Reduction

#### *Alternative Education Programs*

##### **Description:**

- Analyze student data (SAP referrals, Bullying referrals, referrals to outside agencies, Discipline, Attendance, Grades, etc.)
- Develop and Administer Needs Assessment Survey
- Research Alternative Education programs
- Identify potential alternative education settings
- Present information to the Board

**Start Date:** 9/1/2015    **End Date:** 6/30/2016

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

**Supported Strategies:**

- Dropout Prevention Expansion

### *School Wide Positive Behavior Support Programs*

**Description:**

- Identify school based positive behavior support teams
- Partner with the Pennsylvania Positive Behavior Support Network to provide professional development and resources
- Implement Positive Behavior Support Programs within each district building
- Review and align bullying prevention program with school wide positive behavior support program

**Start Date:** 1/20/2015    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Positive Behavior Support