

Shippensburg Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

317 N Morris St
Shippensburg, PA 17257
(717)530-2700
Superintendent: Gerald Wilson
Director of Special Education: Peggy Crider

Planning Process

1. Developed the Committee Infrastructure
2. Develop Timeline
3. Assign Roles and Responsibilities
4. Complete Building and District Level Plans
5. Final Presentation to Steering Committee for Approval
6. Public Review
7. Official Board Approval

Mission Statement

Our mission is to prepare all students to be productive citizens who: Possess knowledge, accept responsibility, demonstrate problem solving skills, and succeed within a dynamic global society.

Vision Statement

Pursuing excellence, building character, developing relationships.

Shared Values

At Shippensburg Area School District we believe:

Education, our shared responsibility, is enhanced by:

- Families maintaining a positive home environment
- Students pursuing their potential
- Schools providing skilled teaching
- Community offering resources and opportunities

Our learning community will promote:

- Academic and personal excellence
- Respect
- Integrity
- Critical thinking
- Dedicated work ethic
- Social and physical development
- Self directed learning

Our schools are safe, nurturing environments.

Educational Community

Shippensburg Area School District is a rural community in South Central Pennsylvania. The SASD covers 129 square miles with a community population of 25,000. Shippensburg Area School District is in the back yard of Shippensburg University. The partnership between the University and the district has created a valuable resource to the district with the Shippensburg University Lab School; one of the only Lab Schools available in the state of Pennsylvania. The industry in the area is mostly agricultural; however Shippensburg Area School District is also home to manufacturing industries such as Volvo.

The district schools have an average poverty rate of 39.6% of students recorded as economically disadvantaged. The district student enrollment is approximately 3400 students grades K - 12, 223 faculty members, 145 support staff and 17 administrative staff, who support three elementary schools (two k-3; one k-5), one intermediate school (4-5), one middle school (6-8) and one high school (9-12). 77% of our faculty have earned a master's degree. SASD is supported by Federal and State funding in the areas of Title programs, IDEA funds and the Ready to Learn grant. SASD has an annual budget of \$48,556,375.00 with a per student expense of \$14,314.97. The PA School Performance Profile for the 2016-2017 school year for each school are as follows:

Grace B Luhrs Elementary School: 88.5

James Burd Elementary School: 79.8

Nancy Grayson Elementary School: 77.1

Shippensburg Area Intermediate School: 71.9

Shippensburg Area Middle School: 68.5

Shippensburg Area High School: 92.1

Planning Committee

Name	Role
David Rice	Administrator : Professional Education Special Education
Sheri Woodall	Administrator : Professional Education Schoolwide Plan
Bernedette Benbow	Building Principal : Schoolwide Plan
Deborah Luffy	Building Principal : Professional Education Schoolwide Plan
Susan Martin	Building Principal : Professional Education Schoolwide Plan
Gregory Miller	Building Principal : Special Education
Teri Mowery	Building Principal : Professional Education Schoolwide Plan
Andrew Norton	Building Principal : Schoolwide Plan
Scott Shapiro	Building Principal : Professional Education Schoolwide Plan
Steven Smith	Building Principal
John Knutelsky	Business Representative : Professional Education
Cristy Lentz	Business Representative : Professional Education
Nickie Fickel	Community Representative : Professional Education
Gen Rohrbaugh	Community Representative : Special Education
Kanika Shanker	Community Representative : Professional Education Schoolwide Plan
Troy Stevens	Ed Specialist - Instructional Technology : Professional Education
Michelle Dubbs	Ed Specialist - School Counselor : Professional Education
Greg Herb	Elementary School Teacher - Regular Education :

	Professional Education
Beth Jones	Elementary School Teacher - Regular Education : Professional Education
Melissa Mowery	Elementary School Teacher - Regular Education : Professional Education
Matt Renninger	Elementary School Teacher - Regular Education : Professional Education
Miranda Shipp	Elementary School Teacher - Regular Education : Professional Education
Nathanael Gulnac	High School Teacher - Regular Education : Professional Education
Heather Kauffman	High School Teacher - Regular Education : Professional Education
Ted Dewald	Middle School Teacher - Regular Education : Professional Education
Tonya Funk	Middle School Teacher - Regular Education : Professional Education
Maxine Commerer	Parent : Special Education
Erika Kyle	Parent : Professional Education
Ashley Nevling	Parent : Professional Education
Bethany Bridges	Special Education Director/Specialist : Special Education
Peggy Crider	Special Education Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The Shippensburg Area School District is planning to undertake a comprehensive curriculum mapping project over the next three years. Most courses have fallen out of the 5-year revision cycle. It is the hope of the new administration that we move from a hard copy of curriculum maps which have been misplaced or are outdated to a 5-year cycle of curriculum revision to a more flexible, digital curriculum mapping process promoted by theorists such as Heidi Hayes Jacombs, Janet Halek, Susan Udelhofen, and Bena Kallick. The Understanding by Design framework by Jay McTighe and Grant Wiggins will also be used to identify learning goals, based on core academic standards, and design curricular maps with the end in mind (standards).

Elementary Education-Intermediate Level

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

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

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curriculum revision to a more flexible, digital curriculum mapping process promoted by theorists like Heidi Hayes Jacobs, Janet Hale, Susan Udelhofen, and Bena Kallick. The Understanding by Design framework by Jay McTighe and Grant Wiggins will also be used to identify learning goals, based on core academic standards, and design curricular maps with the end in mind (standards).

Middle Level

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

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

The Shippensburg Area School District is planning to undertake a comprehensive curriculum mapping project over the next three years. Most courses have fallen out of the 5-year revision cycle. It is the hope of the new administration that we move from a hard copy, which have been misplaced or are outdated, to a 5-year cycle of curriculum revision to a more flexible, digital curriculum mapping process promoted by theorists like Heidi Hayes Jacobs, Janet Hale, Susan Udelhofen, and Bena Kallick. The Understanding by Design framework by Jay McTighe and Grant Wiggins will also be used to identify learning goals

based on core academic standards and design curricular maps with the end in mind (standards).

High School Level

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

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

The Shippensburg Area School District is planning to undertake a comprehensive curriculum mapping project over the next three years. Most courses have fallen out of the 5-year revision cycle. It is the hope of the new administration that we move from a hard copy of curriculum maps which have been misplaced or are outdated to a 5-year cycle of curriculum revision to a more flexible, digital curriculum mapping process promoted by theorists like Heidi Hayes Jacobs, Janet Hale, Susan Udelhofen, and Bena Kallick. The Understanding by Design framework by Jay McTighe and Grant Wiggins will also be used to identify learning goals, based on core academic standards, and design curricular maps with the end in mind (standards).

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

- PA Core Standards: Mathematics

Unchecked answers

None.

High School Level

Checked answers

- PA Core Standards: Mathematics
- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

At the high school level, the focus on Keystone score improvement has led our science department to develop a comprehensive Biology course, and the department has worked to reconfigure the course sequence leading up to the Biology course. The overall effect has been positive, and Biology proficiency rates have more than quadrupled. Students and teachers are aware of what students should know and be able to do.

At the middle school and high school level, the focus on Keystone score improvement has led the math department to develop leveled Algebra courses. The advanced level of Algebra is a comprehensive Algebra I course encompassing both linear and quadratic algebraic standards. For those students who struggle with mathematics, the linear and quadratic algebraic standards have been split into two courses to provide for more time for students to experience the content.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Standards aligned curricular maps were created for ELA during the summer of 2018 for implementation in the fall of 2018. During the 2018-2019 school year, maps for mathematics will be completed and aligned. Common assessments for measuring standards will be completed in both ELA and mathematics during the 2018-2019 school year. Using the aligned curricular maps as well as the common assessments, a new standards-based report card will be developed to communicate with parents their student's progression towards meeting grade level academic standards in ELA and mathematics. Though the necessity to create curricular maps prior to the comprehensive plan being completed in grades K-5, the curricular review will follow the five year cycle as follows: ELA and Practical Arts 2019-2020; Social Studies and Business in 2020-2021; Math and Foreign Language in 2021-2022; Science/STEM and Art/Music in 2022-2023; Health/Physical Education, and Library 2023-2024

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

There is evidence of content, materials, activities, and estimated instructional time for some subjects in the K-3 level, though there is not a formalization of this information to allow for consistency across the board.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Standards aligned curricular maps were created for ELA during the summer of 2018 for implementation in the fall of 2018. During the 2018-2019 school year, maps for mathematics will be completed and aligned. Common assessments for measuring standards will be completed in both ELA and mathematics during the 2018-2019 school year. Using the aligned curricular maps as well as the common assessments, a new standards-based report card will be developed to communicate with parents their student's progression towards meeting grade level academic standards in ELA and mathematics. Though the necessity to create curricular maps prior to the comprehensive plan being completed in grades K-5, the curricular review will follow the five year cycle as follows: ELA and Practical Arts 2019-2020; Social Studies and Business in 2020-2021; Math and Foreign Language in 2021-2022; Science/STEM and Art/Music in 2022-2023; Health/Physical Education, and Library 2023-2024

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

There is evidence of content, materials, activities, and estimated instructional time for some subjects in the 4-5 level, though there is not a formalization of this information to allow for consistency across the board. .

Middle Level

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

Processes used to ensure Accomplishment:

Professional Learning Communities consisting of subject level teachers grades 6-8 are working to create standards aligned curricular maps in all core subject areas (English, Math, Social Studies, Science) as well as non-core courses (STEM, Health, Physical Education, Art, Library) during the 2017-2018 school year. These maps will be analyzed for alignment during the 2018-2019 school year. Standards aligned common assessments in core subject areas will be created during the 2018-2019 school year. Curricular maps will be reviewed and improved on a 5-year cycle with ELA and Practical Arts 2019-2020; Social Studies and Business in 2020-2021; Math and Foreign Language in 2021-2022; Science and Art/Music in 2022-2023; Health/Physical Education, and Library 2023-2024. The cycle will then repeat with ELA and Practical Arts in 2024-2025.

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

The creation of the common assessments will provide the procedures for measurement of mastery that we can use to determine curricular gaps and needs for acceleration and remediation.

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:

Professional Learning Communities consisting of subject level teachers grades 9-12 are working to create standards aligned curricular maps in all core subject areas (English, Math, Social Studies, Science) as well as non-core courses (Practical Arts, Arts, Music, Foreign Language, Business, Health and Physical Education) during the 2017-2018 school year. These maps will be analyzed for alignment during the 2018-2019 school year. Standards aligned common assessments in core subject areas will be created during the 2018-2019 school year. Curricular maps will be reviewed and improved on a 5-year cycle with ELA and Practical Arts 2019-2020; Social Studies and Business in 2020-2021; Math and Foreign Language in 2021-2022; Science and Art/Music in 2022-2023; Health/Physical Education and Library 2023-2024. The cycle will then repeat with ELA and Practical Arts in 2024-2025.

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

The creation of the common assessments will provide the procedures for measurement of mastery that we can use to determine curricular gaps and needs for acceleration and remediation.

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.

All students are able to access and master our rigorous standards-aligned curriculum with an emphasis on differentiation, the RtII safety nets that are currently in place, and the help

of our special education department. First, Shippensburg Area School District teachers have been tasked with and trained to differentiate instruction one grade level above and/or one grade level below their current assignment. Teachers will differentiate the content, product, or process within their classroom with their assigned students. If students are in need of more support, the RtII process will work to give struggling learners a double or triple dip of instruction/practice. If a student still needs additional supports, the Special Education Department offers a continuum of services that will ensure students are progressing toward their goals of what students should know and be able to do.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

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

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

Starting in January of 2018, all district administrators will be conducting learning walks focusing on the quality of feedback we give to teachers based on observational data aligned to Danielson's Framework for Educator Effectiveness. Administrators will be using graphic organizers from the Center for Educational Leadership to practice scripting what teachers and students are doing and saying and then discussing their 'noticings' and 'wonderings' as an administrative team to provide the teacher with analysis and feedback. Each learning walk will be themed around an indicator from Danielson's Framework for Educator Effectiveness to provide for common language to be used by the administrators. The learning walk strategy will assist in creating consistency among instructional expectations and instructional feedback among administrators and ultimately lead to consistency in classroom instruction among teaching staff.

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

SASD uses a peer coaching model of mentoring for teacher induction, but this is not something that is commonly practiced by experienced teachers. During the 2017-2018 school year, building level principals encouraged teachers going into each others classrooms to learn new instructional technology strategies at the secondary level. This has been received well by most of the staff, but work must be done to begin to change the culture of individuality in the classroom. During the 2018-2019 school year, district and building level administration will complete a book study of Pam Robbins 'Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning'. After the book study, Professional Learning Communities already present in the district will be re-organized to allow for more professional discourse of pedagogy between teachers at various building levels. Peer coaching will be covered in the PLCs with protocols for peer coaching to avoid judgemental observations. After protocols and norms for peer coaching are established, peer coaching assignments will be determined for discussion at future PLCs to foster growth in instructional practices.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

	district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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.	Implemented in less than 50% 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 Shippensburg Area Middle School has been provided with a one-to-one ratio of Chromebooks to students. Though they do not follow a one-to-one model where students currently have access to the Chromebook at home, the Chromebooks are to be used as a tool to innovate learning in the classroom. To incorporate more differentiated instruction in the classrooms, the district will provide professional development for all staff on the use of technology to personalize instruction to meet each student's needs. The digital conversion with our staff will follow the work completed by Dr. Mark Edwards, Carl Hooker, and Thomas Murray to provide for meaningful professional development as we move towards more personalized instruction.

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 less than 50% 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 Shippensburg Area Senior High School, compared to other high schools across the Commonwealth, combine grouping practices and differentiation with the course selection process. The high school is engaged in the creation and implementation of a more differentiated and individualized approach to student learning. To incorporate more differentiated instruction in the classroom, the Shippensburg Area Senior High School will be initiating one-to-one with Chromebooks to all students during the 2018-2019 school year. The implementation of the one-to-one will also be followed by professional development for all staff on the use of technology to personalize instruction to meet each student's needs. The digital conversion with our staff will follow the work completed by Dr. Mark Edwards, Carl Hooker, and Thomas Murray to provide for meaningful professional development for our teachers as we move towards more personalized instruction.

Recruitment

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

The process you used to recruit and assign the most effective and highly qualified teachers to meet the learning needs of students who are below proficiency or are at risk of not graduating is based on teacher capacity and administrator urging. Teachers who work well with below proficiency and/or at-risk students are comfortable with versatile teaching practices. These teachers

- understand and enjoy teaching below-proficiency and at-risk students.
- are willing to participate in ongoing professional development to facilitate their ability to consistently differentiate the curriculum for below-proficiency and at-risk students.
- readily manage flexible grouping and learning opportunities.
- possess compassion for their students and appreciate the significant barriers to each student's success, but they still insist on high expectations for all.

Assessments

Local Graduation Requirements

Course Completion	SY 22/23	SY 23/24	SY 24/25
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00

Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.50	2.50	2.50
Electives	7.50	7.50	7.50
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or

gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X		X	X	X
Civics and Government		X				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				X
Environment and Ecology		X		X		X
Family and Consumer Sciences		X				X
Geography		X				X

Health, Safety and Physical Education		X	X			X
History		X				X
Science and Technology and Engineering Education		X		X	X	X
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
Keystone			X	X
Finals				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Quick Checks for Understanding (whiteboards, fist-to-five, think-pair-share, response cards or systems, etc.)	X	X	X	X
The work of Moss and Brookhart (Shared Learning Targets and Criteria for Success, Feedback That Feeds Forward, Student Goal Setting, Student Self-Assessment, Strategic Teacher Questioning, Engagement of Students in Asking Effective Questions)	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Fountas and Pinell	X	X		
PSI	X	X		
CDTs			X	X
iReady	X	X		

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Building level administrators use lesson plan audits to review assessment prompts, as well as the assessment themselves. Administrators review the documents looking for the connection between standards, learning target, and evidence from the assessment. As well, administrators review standardized test data and PVAAS scores with whole school, department/grade level, and individuals using a SWOT template (Strengths, Weaknesses, Opportunities, and Threats). Building level administrators also review benchmark and diagnostic data with grade levels and individuals. Teachers review their own data from assessments generated in their classroom.

Development and Validation of Local Assessments

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

We currently do not use locally developed/administered assessments.

Collection and Dissemination

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

Collection of assessment is web-based. Administrators and teachers work collaboratively to review and analyze the various data collected.

Data Informed Instruction

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

Assessment data helps teachers to determine which students are in need of intervention. Data is used to differentiate instruction in the classroom. The data is also used by our Child Study Teams to determine students who are in need of more intensive interventions than tier I differentiation. These students are then placed into tier II and tier III interventions.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The Elementary Standards Aligned Report Card is the catalyst for many of the improvements to our Primary Education Program (and the checks above). This document, and the related assessments that are systematically used to determine mastery of the content and skills presented, works in conjunction with our RtII process. Through the RtII process, our students are able to get what they need to succeed whether it is in our Tier 1 offerings, our Tier 2 interventions, and/or our Tier 3 pullout and small group intensive interventions. Tier 1 and Tier 2 are well established and the various building schedules allow time to conduct needed intervention and enrichment opportunities. Tier 3 is more of an individual based program that is not standardized; however the time needed is available in the building schedule.

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

Shippensburg Area School District is building capacity of all faculty members to engage in curriculum mapping. This process involves much more than writing curriculum. In fact, the grade level teams and the departments are working to identify FOCUS standards at all levels and in all courses. These FOCUS standards will be the foundation for instruction and assessments. Additionally, teachers are working to collaboratively identify and/or create shared essential questions, content foci, grade level or department competencies, and common assessments. Through these efforts and the curriculum mapping process, Shippensburg Area School District will be better able to use assessment data to impact instructional practice.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				X

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

Provide brief explanation of the process for incorporating selected strategies.

The district tries to reach the public by any means which we currently employ. Most of our communications tend to be paperless, due to the fact that paper costs money. The process is simple. Each building administrator is responsible for informing the school community of upcoming and/or mandated testing.

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

Newsletters were an important communication tool, and we will be reinvesting in them in the future. However, we are planning to make this more of a digital initiative (hard copies for families who request this type of newsletter).

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.

District level and building level administration review a variety of data three times per year. This data is used to lead discussion at the building level. This data review process results in every school in SASD completing a School Plan and/or a Title I Schoolwide Plan at the elementary level. Throughout the school year at all levels, teachers, reading specialists, and administrators meet as often as monthly to review data. Adjustments are made in curriculum, and professional development is provided to improve instructional practice.

A district-wide curriculum mapping project is underway and teachers have been arranged into Professional Learning Communities to provide a platform for professional sharing to improve practice. This process has resulted in the creation of a standards-based report card at the elementary level, the alignment of the ELA and mathematics curriculum to standards, the creation of a series of courses at the high school that scaffold student learning to support success on the Keystone exams, and the development of a professional development model for district administrators. At the senior high school, the students have been relocated into two teams: the Maroon House focused on meeting competency standards outlined in the Keystone Exam curriculum and the Gray House to meet the standard to assure success in their chosen career path.

Over the past two years, the SPP indicates that SASD has grown into a proficient or "green" district with each individual building scoring in the proficient or "green" range as well. Our goal moving forward is to review curriculum, instruction and support services to continue to increase the academic growth of all students. In particular, data reviews indicate the need to improve growth indicators for both the advanced students and the historically underperforming subgroups. At this point, the greatest obstacle to continued growth is the lack of financial support from the state. SASD is facing a yearly increase in students identified as historically underperforming. In order to meet the needs of these students, the district needs financial support to build capacity to implement research-based practices with well defined processes. Shippensburg Area School District has been growing and will continue to grow with a focus on district goals and the implementation of well defined process to meet these goals.

Programs, Strategies and Actions

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

A peer helper program has been implemented in an effort to bring awareness of the dangers of the internet. High School students work as a team with the high school counseling department to develop an educational program. These students then travel throughout the district presenting information and offering guidance to students at all levels. This model of peer influence has proven much more cost/time efficient and more effective over the long term than more traditional peer mediation programs. The SASD will be looking to expand this model moving forward. There is currently no plan to implement School Resource Officers into SASD. This has not been identified by the community, the local police force or the district safety committee as a goal.

Screening, Evaluating and Programming for Gifted Students

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

As part of the annual notice posted in local newspapers, as well as references on the SASD website, the public is informed about Gifted education services and programming.

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

The district is investigating the use of different screening tools for locating students that are thought to be Gifted and may be in need of specially designed instruction. The Chuska Scales and the Ravens Matrices are under consideration. The goal is to use a screening tool prior to proceeding to a full evaluation.

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

A psychoeducational evaluation is conducted, and multiple criteria are considered, for possible eligibility in SASD's Gifted Support programming. Relative areas of strength are identified. If the student is found eligible, a strength based GIEP is developed based on the GWR.

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

SASD offers acceleration, enrichment or both for students in grades K-8. A guideline for acceleration was developed to ensure that all eligible students are afforded a chance to accelerate in their areas of strength. In grades 9-12, students have many opportunities to take Honors and/or AP classes, and are also encouraged to be dually enrolled at Shippensburg University.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X

Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X		
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)				
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:

Due to the fiscal challenges of the past 6 years, the district lost a counselor whose main function was to act as a community liaison. Although the work has been absorbed by the current counseling staff and administration, the much needed communication between community services and the schools in the district has suffered. Plan for improvement in this area should include replacing this position if funding becomes available.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Creation of Health Services Webpages at all levels including supplying forms in electronic format.	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Through implementation of RTII, PBIS and the CST process, screening and diagnostic data is collected on a regular basis. All staff member have strategically designed roles in the process to increase efficiency in meeting the needs of under-performing students. Grade level data team meeting and PLC meeting are also used to discuss appropriate interventions and design flexible groups for intervention. The RTII model provides options for interventions to be implemented by classroom teachers, classroom assistants, Reading Specialists, and Learning Support teachers. The district uses DIBELS and i-Ready to store research-based interventions for quick access by all staff. The process is under constant

review by central office leadership to assure integrity and successful implementation of the RTII/PBIS model.

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 - SASD provides opportunities for local child care providers to meet with district staff to share curriculum and effective instructional practice. In addition, interested child care professionals are provided a platform to share data with the school on the progress and individual needs of their students to improve placement and transition to kindergarten.

2. After school programs - Our contract with the YMCA for an after school program was not renewed for the 2018-2019 school year; however, an RFP has been created for approval of another entity to offer before and after school programs for parents K-5 at James Burd, Nancy Grayson, and Shippensburg Area Intermediate School.

3. Youth workforce development - The senior high school is working to improve youth workforce development programs. The goal of this comprehensive plan is to build workforce development into the Gray House curriculum supporting the career readiness standards.

4. Tutoring - The Set Sail program is currently after school and summer tutoring support in grades K-3. There is also a community partnership with the Mongol Church called Kids Peace that is working on tutoring during the school day with students at James Burd from K-3 that will be expanding to 4-5 in the 2018-2019 school year. The Shippensburg Area Middle School has also utilized Title IV funds to create an after school tutoring and mentor program to work with our at risk students on a continuous basis and others at a voluntary basis.

5. Pre-K- SASD has collaborated with Shippensburg University to create one pre-K classroom at James Burd and one at Nancy Grayson with the intention to expand and create one additional pre-K classroom at Nancy Grayson.

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.

Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

At the local level, the Shippensburg Area School District works to carry out the mission of the Pennsylvania Department of Human Services, Office of Child Development and Early Learning (OCDEL). One division of OCDEL, The Bureau of Early Intervention Services (BEIS) contracts with the Capital Area Intermediate Unit (CAIU) to be the Local Education Agency (LEA) for Shippensburg Area School District eligible children ages 3-5. This contract is between the BEIS and the CAIU; therefore, until a preschool child enrolls in the District, the Shippensburg Area School District is not the LEA for the child. The CAIU is the LEA for preschool children who need special education.

For all Shippensburg Area School District resident children with disabilities, the District works in conjunction with the Capital Area Intermediate Unit for the coordination and the provision of early intervention services. The CAIU is obligated under IDEA for child find and the provision of FAPE as determined by IEP teams. For instance, the CAIU implements child find activities for children in the District including the provision of newspaper notices and letters to local physicians. The IU creates programs to serve students with disabilities. When parents of children with disabilities contact the District for help, they are directed to the CAIU Preschool Program for that support.

Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

The LEA does not directly operate pre-kindergarten programs; however, the district does work with the local Head Start program and currently houses two pre-K classrooms in our elementary buildings.

Describe how the LEA provides for a smooth transition from the home setting and an early childhood care or educational setting the students attend, to the school setting.

An annual parent meeting is held in collaboration with the CAIU and the consortium of school districts in December to provide information connected to school-aged services. In January of each year, early intervention transition meetings are held in the district to review each student's service needs to provide a determination of adoption of the student's Individualized Education Plan (IEP), adoption with revision of the IEP, or whether a reevaluation is necessary prior to the start of Kindergarten. The transition meetings serve

as a springboard in the preparation for the provision of services. Students are reevaluated for eligibility under school age guidelines and if eligible an IEP team is convened to write an IEP. The IEP must be in place by the first day of school.

In addition to these CAIU and District staff coordinated activities, students with disabilities may participate in the following activities designed to make a smooth transition to kindergarten: Ready, Set, Go—this program is offered once in the fall and once in the spring to parents of pre-school-aged children to help prepare students for school. Workshops are held to share literacy and math skills and activities to implement at home as well as sessions about what is expected in kindergarten.

- a. Open house for new kindergarten students and parents before school starts. This is a chance to meet the child’s teacher and see the classroom before actually starting school. A follow-up detective night is held for kindergarten families for kids to show families what they are doing in kindergarten.
- b. “Sneak Peek into Kindergarten” held in May. Families and students can walk through classrooms and talk with teachers.
- c. Students are assessed at kindergarten registration.
- d. Distributed Success by 6 Calendars during kindergarten registration.
- e. Meetings are held between Preschool Teachers and kindergarten teachers to discuss the expectations for kindergarten. These meetings were to help preschool teachers create a curriculum to get kids ready for kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Curricular maps and resources will be reviewed and improved on a 5-year cycle with ELA and Practical Arts 2019-2020; Social Studies and Business in 2020-2021; Math and Foreign Language in 2021-2022; Science and Art/Music in 2022-2023; Health/Physical Education, Library, and Business 2023-2024. The cycle will then repeat with ELA and Practical Arts in 2024-2025.

Open Education Resources will also be utilized to obtain and create vetted materials to aid in instruction at Shippensburg Area School District. Initial professional development in OER usage will be offered to the secondary level teachers (2018-2019 and 2019-2020) as we work to implement a digital conversion in grades 6-12; however, the training will eventually go to the elementary levels (2019-2020 and 2020-2021) as we work to align and improve our instructional processes.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Curricular maps and resources will be reviewed and improved on a 5-year cycle with ELA and Practical Arts 2019-2020; Social Studies and Business in 2020-2021; Math and Foreign Language in 2021-2022; Science and Art/Music in 2022-2023; Health/Physical Education, Library, and Business 2023-2024. The cycle will then repeat with ELA and Practical Arts in 2024-2025.

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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.

Curricular maps and resources will be reviewed and improved on a 5-year cycle with ELA and Practical Arts 2019-2020; Social Studies and Business in 2020-2021; Math and Foreign Language in 2021-2022; Science and Art/Music in 2022-2023; Health/Physical Education, Library, and Business 2023-2024. The cycle will then repeat with ELA and Practical Arts in 2024-2025.

Open Education Resources will also be utilized to obtain and create vetted materials to aid in instruction at Shippensburg Area School District. Initial professional development in OER usage will be offered to the secondary level teachers as we work to implement a digital conversion in grades 6-12. A Learning Management System will also be utilized to support personalized learning for all students, allowing for each student to be met at their particular skill level.

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.

Curricular maps and resources will be reviewed and improved on a 5-year cycle with ELA and Practical Arts 2019-2020; Social Studies and Business in 2020-2021; Math and Foreign Language in 2021-2022; Science and Art/Music in 2022-2023; Health/Physical Education, Library, and Business 2023-2024. The cycle will then repeat with ELA and Practical Arts in 2024-2025.

Open Education Resources will also be utilized to obtain and create vetted materials to aid

in instruction at Shippensburg Area School District. Initial professional development in OER usage will be offered to the secondary level teachers as we work to implement a digital conversion in grades 6-12. A Learning Management System will also be utilized to support personalized learning for all students, allowing for each student to be met at their particular skill level.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
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 less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

When reviewing curricular maps and identifying materials and resources that can be used in our instructional process improvement, Professional Learning Communities will be directed towards using SAS resources to help support their instruction in their classrooms and to provide both enrichment and supplemental resources to support student learning. Continuous improvement of our PBIS lessons should integrate the materials and resources for both interpersonal skills and school climate. SASD does not currently teach Family and Consumer Sciences elementary level.

Elementary Education-Intermediate Level

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

	50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% 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 less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of

	district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

When reviewing curricular maps and identifying materials and resources that can be used in our instructional process improvement, Professional Learning Communities will be directed towards using SAS resources to help support their instruction in their classrooms and to provide both enrichment and supplemental resources to support student learning. Continuous improvement of our PBIS lessons should integrate the materials and resources for both interpersonal skills and school climate. SASD does not currently teach Family and Consumer Sciences elementary level.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% 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	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

When reviewing curricular maps and identifying materials and resources that can be used in our instructional process improvement, Professional Learning Communities will be directed towards using SAS resources to help support their instruction in their classrooms and to provide both enrichment and supplemental resources to support student learning. Continuous improvement of our PBIS lessons should integrate the materials and resources for both interpersonal skills and school climate. SASD does not currently teach Family and Consumer Sciences or World Language at the middle level.

High School Level

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

	district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district

	classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

When reviewing curricular maps and identifying materials and resources that can be used in our instructional process improvement, Professional Learning Communities will be directed towards using SAS resources to help support their instruction in their classrooms and to provide both enrichment and supplemental resources to support student learning. Continuous improvement of our PBIS lessons should integrate the materials and resources for both interpersonal skills and school climate.

Early Warning System

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

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based	X	X	X	X

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		

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

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

Professional development includes the integration of technology in the classrooms to promote active engagement and personalized learning, curriculum alignment with increased rigor, mathematical practices and guided math, guided reading and reading strategies, and formative assessment strategies. Professional learning community conversations and walk-through observations will give the evidence necessary to ensure fidelity across the district and throughout each classroom.

Additionally The Director of Curriculum and building principals will facilitate teachers working collaboratively in PLCs to unwrap grade level standards to identify the skills that are necessary for students to be able to know and do at each level. This information will streamline the content being taught at each grade level. The next step will be to utilize project management to align and improve learning processes throughout and between grade levels. This strategy includes visually mapping our current instructional processes and then utilizing the Lean Six Sigma framework DMAIC (Define, Measure, Analyze, Improve, and Control) to improve upon the instructional processes.

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

Professional Development will be provided during the 2018-2019 school year on the utilization of a Learning Management System at the secondary level and how to utilize the LMS to more effectively communicate with families and engage them in the curricula of their students.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/14/2013
11/11/2013
12/16/2013
The LEA plans to conduct the required training on approximately:
10/8/2018 1 hour
10/14/2019 1 hour
10/12/2020 1 hour

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

Questions
The LEA has conducted the training on:
6/13/2016
7/11/2016
8/15/2016
The LEA plans to conduct the training on approximately:
10/8/2018 QPR Training (2 Hours)
8/15/2019 QPR Training (2 Hours)
8/13/2020 QPR Training (2 Hours)

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.

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

Unchecked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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

These strategies are supported by various means. First, administrators look for quantitative and qualitative data sources to use to make judgments about what professional data is needed. Second, teachers self-advocate, telling administration what development they feel they need, so there is a constant conversation between administration and teacher groups. Finally, administrators fully participate whether as part of the audience or part of the presentation team. For this reason, they are able to look for evidence of professional development transferring to the classroom and teacher practice. Therefore, the administrators can conduct focused walk-through observations and participate in instructional rounds. If there is a need for support, the administrator can help any teacher to meet with success.

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

Currently, the Shippensburg Area School District does conduct a survey of teachers to ascertain teachers' perceived needs and we do utilize student assessment data to target curricular and instructional areas for further alignment; however, a detailed needs assessment is not conducted to accurately check off that strategy. Shippensburg Area School District is planning on creating a process to validated providers for professional development and creating an evaluation to validate professional development, but one has not yet been created.

Induction Program

Checked answers

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

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

Unchecked answers

None.

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

All inductees are required to attend our school district induction program. Within this program, inductees actively participate in mentoring activities and relationships; round table events to seek out help from colleagues, scheduled observations with multiple evaluators, and use of social media to create their own professional learning network. As well, inductees are required to attend training and informational sessions periodically throughout the year. At these meetings, best practices in education are presented, practiced, and reflected upon. The district level administration is in perpetual contact with each inductee to alert them to relative initiatives, practices, policies, and procedures to help to ensure success for the students as well as the new employees.

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

All strategies were selected. A narrative is not needed.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

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

Unchecked answers

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Review of written reports summarizing instructional activity.

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

The Shippensburg Area School District relies on written standard practice stated in Administrative Procedure #412, Evaluation of Professional Employees, to outline the frequency of observations of our inductees. Subsequently, this procedure also outlines administrative expectations for the frequency of lesson plan review. In addition to this procedure, mentors and inductees log hours of their regular meetings, and they meet together and with grade level peers to review assessment data throughout the year. These meetings help to instill the data culture necessary for future school and district improvement, as well as address research-based instructional models. Finally, the Shippensburg Area School District is working to improve our data collection for our induction experience. Currently, we use face-to-face meetings to evaluate the success of our induction program.

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

As the Shippensburg Area School District works to improve our data culture, the administration plans to include more pieces of data into our teachers' self-evaluations, as well as their formal evaluations. PSSA data and other standardized test data can help teachers to compare efforts, successes, and areas for concern using similar metrics. Also, the collection of inductee survey data is appealing to help with improvements to our current induction program. Finally, our curriculum mapping program will make it possible to summarize instructional and assessment activity and preference. This process data will be

added into our data culture to help provide a robust collection of evidence defining the level of success for our program and the individuals involved with the program.

Mentor Characteristics

Checked answers

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

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

The selected characteristics are currently part of our Induction Program. Building level administrators are the first line of assurance. These administrators constantly monitor their staff and make mentor recommendations accordingly. The second level of ensuring these characteristics is district level approval. Throughout the year, both the building level and district level administrators monitor the effectiveness of the mentor as well as the mentor/inductee relationship.

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

Mentor training is something that is lacking in our district's Induction Program. The district administrators will be investigating exemplary training programs from other area school districts and researching suggested topics within the PDE's supports for mentor training. These exemplar programs and PDE guidelines will serve as guides for developing similar mentor training within the Shippensburg Area School District.

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

If necessary, provide further explanation.

The induction program will be based on Danielson's four domains for effective instruction.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Surveys are completed by the principal, the mentor, and the inductee. This serves as cold feedback that provides numbers, but it is missing the warmth of qualitative feedback. Therefore, inductees are asked to work collaboratively at the last induction meeting of the year to provide feedback to build a better induction experience. During this meeting, inductees are also asked to give feedback to the administration on mentor selection guidelines in an effort to establish positive mentor/inductee connections in future decisions regarding mentor selection.

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **580**

Identification Method

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

Shippensburg Area School District's Method for Identifying Students with Specific Learning Disabilities

The District's method for identifying students with specific learning disabilities (SLD) follows the 2008 Chapter 14 special education regulations of the Pennsylvania State Board of Education and the 2006 Federal Individuals with Disabilities Education Improvement Act (IDEIA) regulations. Therefore, in order for a student to be identified as having a SLD, she or he must meet four criteria. That is, the student must demonstrate:

1. A lack of adequate achievement for her or his age or grade
2. A pattern of strengths and weaknesses relative to intellectual ability
3. Achievement deficiencies that are not due to the contraindications of SLD
4. Underachievement that is not due to lack of appropriate instruction

A student must meet all four criteria in order to be identified as a student with a SLD. So, a student's failure to meet criteria in any one of the above areas disqualifies the student as a student with a SLD. Regulations limit the academic areas of a SLD to the following:

1. Oral expression
2. Listening comprehension
3. Written expression
4. Basic reading skill
5. Reading fluency skills
6. Reading comprehension
7. Mathematics calculation
8. Mathematics problem solving

The District utilizes student specific multidisciplinary teams to conduct assessments, make observations and determine whether or not a student has a SLD. Ultimately, District school

psychologists interpret all data and make an eligibility recommendation. Possible sources of data include:

1. Benchmark assessments for mathematics (K-8) and reading (K-5)
2. Progress monitoring data collected by Child Study Teams
3. District wide assessments
4. PSSA scores
5. Keystone Exam results
6. PVAAS measures of projection of proficiency growth
7. Norm —referenced tests
8. CDT results
9. Grade reports

Students receive pre-referral interventions from regular education teachers, special education teachers, reading specialists, speech and language therapists and classroom assistants. Data teams meet regularly to review student progress data and to plan instruction. This process is a vital part of elementary curriculum, instruction and assessment in both regular and special education.

While the District uses the this model to improve instruction for struggling students, it is not used as a "stand-alone" process for identifying students with specific learning disabilities. The Shippensburg Area School District utilizes the "ability/achievement discrepancy model" for the identification of students with a specific learning disability.

A lack of adequate achievement

A student must be significantly below a performance level that would be considered acceptable for that student's age or grade. No single measure is sufficient to determine this criterion. The student's academic inadequacy under this criterion is not referenced to the student's level of intelligence (IQ). Both state and federal regulations do not specify to what extent a student must demonstrate inadequate performance/achievement (how deficient) a student must be to qualify for special education under the SLD designation. The Multi-disciplinary team (MDE team), including School psychologists, defines appropriate assessment parameters. Accordingly, school psychologists use these parameters to ensure "slow learners" and "high IQ students" are not excluded from having a SLD.

A pattern of strengths and weaknesses relative to intellectual ability

The District continues to use the “ability — achievement discrepancy approach” to demonstrate a pattern of strengths and weaknesses relative to intellectual ability. (This is only one criterion for the determination of SLD.) State regulations do not delineate the extent of the discrepancy that is needed for SLD eligibility. District school psychologists use professionally appropriate parameters for judging the extent of discrepancy required for eligibility. In accordance with State guidelines, the existence of an ability-achievement discrepancy is not sufficient to establish eligibility as SLD. To have a SLD a student must display a discrepancy between ability and achievement AND be achieving significantly below age or grade level standards.

Achievement deficiencies that are not due to the contraindications of SLD

As per both State and Federal regulations, when identifying a student as having a SLD evaluation teams must demonstrate evidence that its findings are not primarily a result of the following factors (rule-out factors):

1. Visual impairment
2. Hearing impairment
3. Orthopedic disability
4. Intellectual Disability
5. Emotional disturbance
6. Cultural factors and limited English Proficiency
7. Environmental or economic disadvantage

The District evaluation report includes evidence that these factors had no significant bearing on the eligibility decision. If necessary, the evaluation team conducts a more extensive evaluation to rule out the above factors from consideration. This part of the evaluation is often referred to as “ruling out exclusionary factors.”

Underachievement that is not due to lack of appropriate instruction

As per Pa Code Chapter 14 Section 14.125, District multidisciplinary teams ensure that underachievement is not due to a lack of appropriate instruction in reading or mathematics by considering documentation that in the regular classroom prior to or as part of the referral process:

1. The student was provided scientifically based instruction delivered by qualified personnel indicated by observations of routine instruction

2. Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents

Similarly, documentation from the District's universal screening process is used to help determine SLD eligibility. The District screening process provides a program of early intervening services that includes:

1. Appropriate instruction in the essential components of reading and mathematics
2. Assessment of the student's performance in relation to State approved grade level standards
3. For students with behavioral concerns, a systematic observation of behavior
4. Research based intervention to increase the student's rate of learning or behavior change based upon the results of the assessments in paragraphs 1 and 2 above
5. Repeated assessments of achievement or behavior reflecting monitoring of student progress during interventions
6. A determination as to whether academic difficulties are due to a lack of instruction or limited English proficiency
7. A determination as to whether the student's needs exceed the ability of the regular education programs to maintain the student at an appropriate level of instruction
8. Documentation that progress monitoring information was periodically provided to the student's parents

Observation of the Student

A member of the multidisciplinary team conducts an observation of the student in the regular classroom during instruction in the area(s) of difficulty. The observation is documented in the evaluation report. Depending upon the referral concern, observation procedures may include: event recording, time sampling or interval recording. As necessary, some observations across settings by different team members take place.

Documentation of Eligibility

The District evaluation report of the multidisciplinary team includes information in the following areas:

1. The relevant behavior noted during the observation of the student
2. The relationship of that behavior to the child's academic functioning

3. Any educationally relevant medical findings
4. The effects of the student's environment, culture or economic background
5. Documentation that prior to referral for evaluation the student was provided with appropriate instruction by highly qualified personnel. (Students with limited English language proficiency require documentation that appropriate ESL instruction was provided)
6. Data based documentation, given to parents, of repeated assessments at reasonable intervals reflecting progress
7. An observation in the regular class providing evidence of academic performance and behavior in the area(s)of difficulty
8. Documentation regarding the contraindications of SLD ("rule-out" statements)
9. The extent to which the student is not achieving relative to age or State grade-level standards. Data is collected from PSSA results, district benchmark assessments, universal screening results and norm-referenced tests
10. Whether the student exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement or relative to age or grade.

Enrollment

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

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

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

According to the 2016-2017 Pennsylvania Department of Education Special Education Data Report with LEA and State information, the Shippensburg Area School District met the SPP target for disproportionate representation for race/ ethnicity and disability category. There are no significant race// ethnicity enrollment disproportionalities .

Therefore, during this Special Education Plan cycle, the District will not need to address enrollment disproportionalities. The District continually monitors enrollment data to look for, and analyze, disproportionalities. If disproportionalities would be found then the District would take appropriate corrective action.

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?

The Supervisor of Special Education is responsible for ensuring the implementation of IEPs for all non-District resident students. When students with IEPs are registered in the school district, a notice is sent electronically to the email of the the Supervisor of Special Education. The Supervisor contacts the previous school district to request an IEP and arranges an IEP meeting. The IEP team determines the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE). The Supervisor of Special Education is responsible for ensuring proper child accounting procedures are followed and assists with mandated PDE PIMS reporting.

A privately owned group home provider operates two homes in the District accepting 18- 21 year old students. Group home staff registers students and the district convenes an IEP team meeting to determine FAPE. The resident school district supervisor of special education is included on the team. A District High School Counselor is assigned to the student and acts as a liaison between group home staff and the High School. SASD, as the host school district, allows non-resident students in these homes to attend our district schools until they turn 21 years of age or receive a diploma. SASD provides FAPE to all students, including those students with a disability under IDEA, or under Section 504. Unless there is a court order stating that the child must be educated in the facility; a NOREP requires a different placement, or the student is expelled from their last placement due to a weapons violation, SASD cannot refuse to educate students residing in this facility.

In addition to providing FAPE, SASD has Child Find responsibilities for students who are "thought -to-be-eligible" for special education services. Information from the facility, as well as independent efforts to obtain more information regarding each student must be considered. If a student is "though-to-be", SASD will seek permission to conduct an evaluation, and continue to maintain contact with the resident district, seeking input regarding educational decisions. If an IEP already exists, SASD will provide comparable services adn supports until a new IEP can be developed. To date, no barriers exist limiting the ability of the District to implement its obligations under section 1306. Child accounting is an important administrative and business task for these students. In the case of students with IEPs, the resident district, or other state/local agency pays the cost of the IEP.

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).

No correctional institutions actually exist in the Shippensburg Area School District.

Whenever a District student with an IEP is incarcerated, the District Supervisor of Special Education is responsible for oversight of his or her IEP. This even includes students who are incarcerated in facilities outside the District; e.g. Loysville, Pennsylvania Youth

Development Center, Abraxis and Kids Peace. Juvenile detention facilities provide educational programs on their campuses. The Shippensburg School District Supervisor of Special Education communicates with the administration of the school at the detention facility and attends, or otherwise participates in IEP meetings.

District counselors and principals keep in touch with families and often hear when students are initially incarcerated. Counselors and administrators routinely work with Cumberland and Franklin County probation officers. Probation officers frequently notify administrators when students are placed in correctional facilities.

For instance, the Loysville Youth Development Center (LYDC) is located in neighboring West Perry School District. The West Perry SD oversees the education of all Loysville students with IEPs. Whenever a District student is at LYDC, the District Supervisor of Special Education participates in the student's IEP planning meeting. Upon discharge from LYDC, the District Supervisor facilitates the transition of the student back to the District or other placement. As needed, District High School Counselors and secondary level School Psychologist communicates with LYDC staff as well.

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. Ensuring LRE Placements:

When it comes to deciding where a student will be educated, usually there are different options to consider. For most students, the placement options include the regular classroom, a special education classroom for part of the day or a special education classroom for most of the day.

The first consideration is education in the general education classroom with supports

and services. In Shippensburg Area School District, this is a guiding practice of LRE decision making. In Federal Law, the regular education classroom is referred to as the "least restrictive environment" (LRE). Considering placement in the regular classroom, or school, is not something a student must earn. Consideration of the regular classroom is a right. In practice, the education of IEP students in regular classes is called "inclusion." Removal from the regular education environment only occurs when education in that setting, with supplementary aids and services, would not result in meaningful educational benefit and an appropriate education.

According to the 2016-2017 Special Education Data Report, SASD did not meet the SPP target for the 80% category, SE Inside Regular Class 80% or more. The state average was 62.4%, and SASD was 51.0 %. Efforts have been made to remedy this issue. Professional development on Chapter 14 regulations and LRE have been provided, and will continue to be provided, to both special education and regular education teachers. Counselors and administrators have been trained as well. Past practices have been changed and a more compliant philosophy adopted. The SAS Toolkit has been utilized and professional development in differentiation in the classroom is scheduled.

Determining the probability of the educational benefits of each placement option is an important part in LRE decision making. Several factors are considered by the IEP team including present levels of academic and social functioning, individual needs and goals, specially designed instruction needs and related services. The IEP team considers heavily the advice and recommendations of District School Psychologists. Information from independent evaluators is considered as well.

To guide placement decisions and ensure placement in the LRE, the IEP team uses the LRE questions in the DE approved IEP document. Placement decisions are thoughtfully made on an individual basis by each student's IEP team. The LEA Representative ensures that all team members participate in placement decisions. The Principal, Supervisor of Special Education, or Assistant Supervisor of Special Education serves as the LEA representative. The above procedures apply to all Shippensburg Area School District students in District buildings or in programs operated by private institutions, private schools or the intermediate unit.

2. Replication of Successful Programs, Evidence Based Programs, and other PDE Sponsored Initiatives:

Within the Shippensburg Area School District, our mission is to prepare all students to be productive citizens who possess knowledge, accept responsibility, demonstrate problem solving skills, and succeed within a dynamic global society. To this end, we believe that all students should have the opportunity to receive high quality, research-based instruction as part of their daily classroom experience. The district has developed a literacy curriculum that is aligned to the common core standards and research-based literacy resources. The district is committed to ensuring that all teachers deliver this curriculum with fidelity. Given the unique learning needs of students, we recognize that some students may require additional support to meet the rigor of this curriculum. As such, our goal is to provide those

students with more intensive direct instruction in identified areas of need. Using data to drive intervention protocols, it is our mission to remediate deficits quickly and release them from intervention.

Academic Interventions and Referral to Special Education:

1.

Universal Screening-

- Individuals trained on universal screening test administration (e.g. classroom teachers, Reading Specialists, Special Education teachers, school psychologist, paraprofessionals, etc.) conduct universal screening of critical elements of reading at all grade levels.
- Dynamic Indicators of Basic Early Literacy Skills- NEXT (DIBELS-NEXT) conducted 3 times per year for students in grades K-5.
- Fry High Frequency Word Lists - at least 4 times per year for students in grades K-3
- iReady Math and Reading - Diagnostic tests are conducted 3 times per year for students K-5
- Fountas and Pinnell (F&P levels) - assessed two times per year during the 2nd and 4th marking period in grades K-3
- The screening tools utilized are efficiently administered by trained staff, are predictive of performance on standards, and are sensitive to growth over time.
- Data collected via benchmark assessment tools are maintained in district purchased data warehousing systems. Relevant student data through these systems are accessible to all regular and special education teachers, specialists, instructional coaches, and administrators. All aforementioned staff are expected to view and download the computer-generated user-friendly summaries of data relevant to the students with whom they work. Timely analysis and interpretation of data is facilitated during teaming, as outlined in the Data Analysis section below.
- Interventionists will maintain and update classroom- level excel data spreadsheets including all benchmark and diagnostic assessment data available on individual students.
- The district periodically reviews the assessment plan to ensure students receive the appropriate screening and assessments

2. Strategic and Targeted Interventions for At-Risk and Low Performing Students-

- Interventions can be initiated at any time during the school year based upon data collected indicating that a student is not responding to instruction in the core curriculum.

- When all universal screening data is collected, the reading specialists will compile classroom sets of data and distribute to all classroom teachers.
- A Data Team Meeting will occur after every universal screening (September, December, May). The data team will be responsible for identifying students who are at-risk. Teachers are asked to bring additional information about the students. With knowledge of available interventionists, the Data Team will determine the cut-off score necessary to be identified for an intervention group with the reading specialists.
 - The reading specialists will send home a letter to parents communicating that their child has been selected for entry into Title I Services.
 - All students identified as needing Title I services will participate in further diagnostic screening assessments conducted by the specialists. Results of this data will be utilized to group students according to need and assign students to a research based intervention.
 - The building principal is responsible for routinely evaluating fidelity of intervention delivery.
 - Intervention groups should not exceed 6 students (unless permitted by the intervention protocol being implemented).
 - Student progress is monitored biweekly using reliable and efficient tools aligned to the skill focus of the assigned intervention group. Progress monitoring data is maintained by reading specialists on progress monitoring protocols and Classroom Teachers are responsible for documenting the results of progress monitoring assessments. Student progress is graphed using paper/pencil or online resources (e.g. www.rti-graphs.com, <https://dibels.uoregon.edu/>)
 - If student is making adequate progress, student should be discussed at Data Team Meetings and a determination should be made based upon individual Rates of Improvement to:
 - Continue student in current intervention if team determines that additional time with intervention or modification to the intervention could support Rate of Improvement that will allow student to meet benchmark by end of school year.
 - Exit student to teacher-led intervention groups if Rate of Improvement indicates that student will meet benchmark by end of school year. The reading specialists will send home a form letter to parents communicating this change.

3. Child Study Teams

- If students continue to not make progress with interventions and accommodations in the classroom and/or with reading specialists, then the students are referred to the Child

Study Team (teacher will submit referral to principal using attached CST Referral Document)

- CST teams include principal, reading specialist, general education teacher, Assistant Supervisor of Special Education, and/or specialists.
- Teams meet every 6-8 weeks with parents in order to review data and progress.
- At the conclusion of each meeting, it will be decided if the student continues with the same intervention because progress is being made, change interventions, dismiss from the CST process if they met their goals and are performing on grade-level expectations, or move to a multi-disciplinary evaluation to determine eligibility for special education.

2. School Wide Positive Behavior Support:

District schools are in various stages of implementing school wide positive behavior supports (SWPBS). To help students use self-control, de-escalation techniques of the Safety Care program are utilized. Special Education teachers conduct weekly social skills lessons. Agencies provide TSS in school and counseling at home for students and parents. The District works closely with various county agencies and private providers to assist students with significant behavior problems.

Two elementary buildings have been using tier I SWPBS implementation and currently implementing advanced tiers of support and intervention. One of the elementary schools is being recognized this year for their advanced tiers of support. The school counselors have classroom guidance lessons every other cycle for all students K-3 to support behavioral health and social skills.

The Shippensburg Area Intermediate School is using a tier I PBIS implementation. In two years, the school will be moving to tier 2 support. The school counselor provides 8 classroom guidance lessons per year to each classroom to support behavior, social skills, study skills, and career exploration.

The Middle School has had a SWPBS approach in place for several years. SWPBS includes the Greyhound Ground Rules (Be Safe, Be Respectful, Be On Time, Ready and Prepared, and Be a Person of Great Character), the daily Paw Passes and Dog Dollars for rewarding good behavior, and Mystery Motivator trips. The program is supported by structured classroom lessons taught by teachers. The school is implementing a Tier 2 team. School based behavioral health has been supported through the Student Assistance Program and Laurel Life counseling. Counselors have facilitated the paperwork process for helping families get

access to mental health services. One counselor has partnered with a special education teacher to provide social skills lessons for students and assistance for the teacher.

The High School has been trained and implementing tier 1 supports to all students. This year the PBIS team was trained in tier 2 supports and are planning on implementing this tier at the start of 18-19 school year. In addition most of our special education staff has been provided training in de-escalation. A Student Assistance Program is available to support students struggling with serious substance abuse and mental health problems.

3. Meeting the Indicator 5 SSP Target for Placements in Other Than Regular Education Settings:

Each student's IEP team, under the leadership of the District's LEA Representative, seriously considers the LRE mandate. Student placed in schools outside the District are placed for very good reasons. And, the Supervisor of Special Education is responsible to make sure the need for an out of district placement is carefully considered at least on an annual basis. The IEP team LEA Representative leads the IEP team in planning a transition back to the school district. Placement in other settings is dependent upon parent consent.

The percentage of all special education students in out of district placements is higher than the average of all districts across the Commonwealth. According to the most recent Special Education Data Report for 2016-2017 and the Indicator 5 section, 9.4 % of Shippensburg School District students were educated in settings outside the District. Across the Commonwealth 4.9% of students were in settings outside their districts. Clearly, the percentage of Shippensburg special education students placed in other settings was higher than the State Performance Plan Target. At the start of the 17-18 school year, this has been a major focus of the SASD Special Education Department. The Supervisor of Special Education has visited all OODP (out of district placements) and identified gaps in the continuum of special education services in the district, in Autistic Support and Life Skills Support programming. These service gaps will no longer exist, starting with the 18-19 school year, so more students will be supported internally. IEP teams have worked diligently on transitioning OODP students back to district programming with supplemental aides and supports.

Behavior Support Services

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

To maintain an orderly learning environment, special education students are subject to the same policies and regulations that govern regular education students. This is stated in Board Policy 218 entitled Student Discipline. Students with IEPs are provided specific protections in compliance with relevant school laws governing the education and discipline of students with disabilities. Board Policy 113.1 describes compliance with State Regulations in Chapter 14 of the School Code. Board Policy 113.2 describes how the Board and administration provide specific behavior supports including: behavior intervention plans, positive discipline techniques, restraints if necessary and referrals to law enforcement.

District schools are in various stages of implementing school wide positive behavior supports (SWPBS). School-wide discipline plans, classroom management plans and frequent staff parent communication are three popular strategies that have been particularly effective in maintaining positive behavior in District schools. All teachers submit classroom behavior plans to their principals.

If a student's behavior is significantly disruptive, a functional behavior assessment is conducted to develop a behavior intervention plan. The behavior plan becomes part of the student's IEP. Positive, not negative, techniques form the basis of Positive Behavior Support Plans (PBSP). Typically, School psychologists lead teachers and IEP teams in the development of FBAs and PBSPs.

Restraints may only be used when a student is acting in a manner as to be a clear and present danger to him/her, to other students, or to employees, and only when less restrictive techniques are proven ineffective. The IEP team decides if appropriate restraints must be used. Restraints are not used as punishment, because they are convenient or in lieu of an appropriate educational program. The following aversive techniques are considered inappropriate and policy guards against their use:

1. Corporal Punishment
2. Punishment for a manifestation of a student's disability
3. Locked rooms, Noxious substances
4. Deprivation of basic rights; withholding meals, water, fresh air
5. Serial suspensions
6. Treatment of a demeaning nature
7. Electric Shock
8. Methods implemented by untrained person

The District utilizes the de-escalation strategies and restraint techniques of the nationally

recognized Safety Care curriculum created by QBS, Inc. of Southborough, Massachusetts. The CAIU provides training on an annual basis. Every year, certified school staff persons are required to take a recertification course to keep their skills sharp and safe for students. The Supervisor of Special Education is responsible to make sure staff are appropriately trained and legally prepared to use restraints safely. At the time of the writing of this plan, approximately 30 teachers, aides and administrators hold active certifications. The staff focuses on de-escalation and prevention of serious behavior problems. In most situations, de-escalation strategies are always attempted before restraints are employed. A "hands-off" approach is preferred unless a "hands - on" approach becomes necessary to protect students from harm.

If a behavioral problem is such that it cannot be adequately addressed through prescribed procedures of Behavior Management, suspension from school, or other available disciplinary means, the IEP Planning Team shall determine the appropriateness of change in placement of the student. In such cases, the due process procedures will be promptly initiated for the purpose of appropriately changing the student's placement.

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.

Determining Gaps in the Continuum of Supports and Services

At this point, it is believed all District students with disabilities are being provided a free appropriate public education (FAPE). Conversely, no students are being denied FAPE

At times, it is difficult to ensure FAPE for individual students and disability categories. When it becomes difficult to implement an IEP, or find an appropriate placement, it is the Supervisor of Special Education's responsibility to find solutions to ensure FAPE. Practically speaking, Principals work with parents and all IEP team members to ensure the provision of FAPE.

Whenever it becomes hard to provide FAPE, it is usually for students in the following disability categories:

1. Serious Emotional Disturbance
2. Intellectual Disability

An informal staffing and program review is conducted annually to identify continuum gaps and placement needs. Each year, whenever the budget is being prepared, the Supervisor of Special Education and the Assistant Supervisor of Special Education conduct a review of staffing and program needs for the upcoming year. The Supervisor(s) and Principals gather information from reviews of existing IEPs and projected IEPs. Parent input is gained at each IEP team meeting. The results of the annual review are shared with the Superintendent through the normal District budget preparation process.

Successful District Operated Programs and Services:

- High School Transition Program - Shippensburg School District has partnered with Big Spring School District and Shippensburg University to create a program for high school students to target transition and job related skills called "Hire ME." One SASD high school teacher and transition classroom assistant accompany the students to Shippensburg University 2-3 times per week where the students are assigned to various jobs. The university employees job coaches to work with the students and provide them feedback and instruction on how to complete the job. SASD has been targeted 9-10 graders in order to prepare them for paid employment.
- High School Paid Work Experience/Co-op - A skilled job coach/classroom assistant is employed to help students learn the skills employers requires, arranges interviews for the students, assists the students in filling out applications, accompanies them on interviews, and then reviews progress throughout their employment.
- Annual District Special Education Track and Field Meet. The event is very similar to the Special Olympics. Students compete in several athletic events. Each student is assigned a Senior High Buddy for a day of fun and friendship. Businesses and organizations in the community donate countless volunteer hours and money.
- K-12 Emotional Support Program - The district is able to provide FAPE for students in its buildings so most students do not need to travel to other districts/schools. The Emotional Support Teachers at each building level are able to provide a range of levels of support from Itinerant to Full-time. Classroom assistants are assigned to each teacher in order to support students who are in the general education classroom all day.

Continuum Placements not Available within the District include:

1. 4-5 Life Skills Support
2. 4-5 and 6-8 Autistic Support
3. K-12 Multiple Disabilities Support

Students who need the above placements are more than appropriately educated with parent consent in the following programs with highly qualified special education teachers and staff:

1. (CAIU) Capital Area Intermediate Unit classroom and center based programs (Hilltop Academy)
2. (LIU) Lincoln Intermediate Unit classrooms and center based program (Franklin Learning Center in Chambersburg)
3. NHS Autism School programs, Carlisle and Chambersburg
4. Life Skills and Multiple Disabilities Support classes in Consortia districts

Expansion of the Continuum of Services during the Life of this Plan:

The District is committed to decreasing the number of students in settings, or placements, in schools outside the District. According to the most recent Special Education Data Report for 2016-2017, 9.4% of Shippensburg School District students were educated in settings outside the District. Across the Commonwealth 4.9% of students were in settings outside their districts. Clearly, the percentage of Shippensburg special education students in other settings was higher than the State Performance Plan Target.

The greatest number of students in out of district placements includes students with serious emotional disturbance. One support that is essential for the success of all students, and their continued placement in their neighborhood school, is a school wide positive behavior support (SWPBS) process. District staff have been and continue to be trained to implement a SWPBS. Most District students in out of district settings are secondary students with SED. At the present time 26 out of 58 students are attending out of district placements for emotional support. This number has decreased over the past two years from 58% of the out of district placements to 45%. Over the past three years, emotional support classrooms were added to an elementary building, intermediate school, middle school, and high school. The Emotional Support teachers are able to provide an array of support from Itinerant to Full-time support which has decreased our of out of district placements for students who require emotional support. This upcoming school year, the District will be looking to bring several ES students back to the district, decreasing the overall percentage to 31%.

The second highest number of students educated in other settings includes students with autism. This upcoming school year the District will add a new Autism Support class at its Intermediate School. This class will appropriately serve students in grades 4 and 5 with the primary and secondary disabilities of Autism.

Another trending area of students educated in other settings includes students receiving life skills support. This upcoming school year, the District will add a new Life Skills Support class at its Intermediate School. This class will appropriately serve students in grades 4 and 5 who require this type of support.

In sum the District proposes to expand the continuum of supports and services within the District by:

1. Adding a 4-5 Autism Support class at the Intermediate School effective August 2018
2. Adding a 4-5 Life Skills Support class at the Intermediate School effective August 2018

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
New Horizons, Group Home, 7 East Orange Street, Shippensburg, PA 17257	Nonresident	District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Hill Top Academy	Special Education Centers	Partial Hospitalization Classroom Program operated by the CAIU	1
Franklin Learning Center	Special Education Centers	Multiple Disabilities Support, Life Skills Support and Emotional Support Classroom Programs operated by the LIU	11
Northwestern Human Services Autism Schools, Carlisle and Chambersburg	Other	Autistic Support Classroom Programs	6
River Rock Academy	Other	Learning Support and Emotional Support Classroom Programs	18
Yellow Breeches Education Center	Other	Emotional Support Classroom Program	5
Private District Residence	Instruction in the Home	Home education for a student who is medically fragile	2
Chambersburg Area Senior High School	Neighboring School Districts	Neurologically Impaired Classroom Program operated by the LIU	1
Oak Flat Elementary School, Big Spring Area	Neighboring School	Life Skills Support, Multiple Disabilities Support and Emotional Support	4

SD	Districts	Adventure Program Classroom Programs operated by the Big Spring Area School District	
Classroom in CD East SD	Neighboring School Districts	Partial Hospitalization Classroom Program operated by the CAIU	2
Classroom(s) in Greencastle Antrim School District and Tuscarora School District(s)	Neighboring School Districts	Autistic Support classroom(s) operated by the LIU	2
Fayetteville Elementary School	Neighboring School Districts	Autistic Support classroom operated by the Chambersburg Area School District	1
Melmark	Approved Private Schools	Emotional Support (APS Residential)	1
Harborcreek Youth Services	Other	Emotional Support - Residential Treatment Center	1
Southwood Hospital	Other	Emotional Support - Residential Treatment Center	1
VISTA School	Approved Private Schools	Autistic Support	1
Elmwood Elementary School	Neighboring School Districts	Deaf and Hard of Hearing Support	1
Big Spring School District	Neighboring School Districts	Autistic Support classrooms operated by Northwestern Human Services (NHS)	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 25, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 11	1	0.1
Justification: This is the range of the roster not the class.				
Locations:				
Grace B. Luhrs Elementary School, BG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	7	0.3
Justification: This is the range of the roster and not the class.				
Locations:				
Grace B. Luhrs Elementary School, BG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	1	0.1
Justification: This is the range of the roster not the class.				
Locations:				
Grace B. Luhrs Elementary School, BG	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.6
Locations:				
Nancy Grayson Elementary, RS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.4
Locations:				
Nancy Grayson Elementary, RS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	0.5
Locations:				
Shippensburg Intermediate School, NS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	3	0.25
Locations:				
Nancy Grayson Elementary, MV	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	0.75
Locations:				
Nancy Grayson Elementary, MV	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	12	0.75
Justification: This is the range of the roster and not the class.				
Locations:				
James Burd Elementary, SO	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	1	0.25
Justification: This is the range of the roster and not the class.				
Locations:				
James Burd Elementary, SO	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	17	0.5
Justification: Numbers reflect caseload, not students who are receiving service at the same time.				
Locations:				
James Burd Elementary, KW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	1	0.4
Justification: Numbers reflect caseload, not students who are receiving service at the same time.				
Locations:				
James Burd Elementary, KW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 9	1	0.1
Justification: This is reflective of the roster, not the class.				
Locations:				
James Burd Elementary, KW	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	5	0.25
Justification: Each student's IEP team agrees that it is appropriate for the student to be in this class program even when the age range is greater than 3 years.				
Locations:				
James Burd Elementary, AK	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 10	4	0.34
Justification: An age waiver is included in each student's IEP that parents must approve.				
Locations:				
James Burd Elementary, AK	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

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

Program Position #9 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	7	1
Locations:				
Shippensburg Intermediate School, SE	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.2
Locations:				
Shippensburg Intermediate School, DG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	22	0.8
Locations:				
Shippensburg Intermediate School, DG	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	8	1
Locations:				
Shippensburg Area Middle School, BL	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator: School District*

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	1
Locations:				
Shippensburg Area Intermediate School, BB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	6	0.4
Locations:				
Shippensburg Middle School, KS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	11	0.6
Locations:				
Shippensburg Middle School, KS	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	9	0.6
Locations:				
Shippensburg Middle School, SL	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	8	0.4
Locations:				
Shippensburg Middle	A Middle School	A building in which General Education		

School, SL	Building	programs are operated		
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Program Position #15 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	8	0.4
Locations:				
Shippensburg Middle School, KC	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.6
Locations:				
Shippensburg Middle School, KC	A Middle School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	9	0.4
Locations:				
Shippensburg Middle School, TW	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.6
Locations:				
Shippensburg Middle School, TW	A Middle School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	11 to 14	12	0.7
Locations:				
Shippensburg Middle School, SP	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	5	0.3
Locations:				
Shippensburg Area Middle School, SP	A Middle School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.4
Locations:				
Shippensburg Middle School, LS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.6
Locations:				
Shippensburg Middle School, LS	A Middle School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	12	0.75
Locations:				
Shippensburg Middle School, SC	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	5	0.25
Locations:				
Shippensburg Middle	A Middle School	A building in which General Education		

School, SC	Building	programs are operated		
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Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 17, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 21	7	1
Justification: Parents have signed the age range waiver since the IEP team determined this to be the most appropriate setting in which to meet needs.				
Locations:				
Shippensburg Area Senior High School, AB	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 17, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 21	8	0.4
Justification: Parents have signed age range waivers since the IEP team agreed that this setting is the most appropriate placement.				
Locations:				
Shippensburg Senior High School, EF	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 21	7	0.14
Justification: Parents have signed age range waivers since the IEP team agreed that this is the most appropriate placement,				
Locations:				
Shippensburg Senior High School, EF	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 18	4	0.34
Locations:				
Shippensburg Area High School, EF	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Position
Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.7
Locations:				
Shippensburg High School, RF	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.3
Locations:				
Shippensburg High School, RF	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	7	0.58
Locations:				
Shippensburg High School, JS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	3	0.38
Locations:				
Shippensburg Area Senior High School, JS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	5	0.4
Locations:				
Shippensburg Senior High, DH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	6	0.4
Locations:				
Shippensburg Senior High, DH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 19	2	0.2
Locations:				
Shippensburg Area Senior High School, DH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.7
Locations:				
Shippensburg Senior High, BP	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.3
Locations:				
Shippensburg Senior High, BP	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.36
Locations:				
Shippensburg Senior High, CC	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.35
Locations:				
Shippensburg Senior High, CC	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	17	0.34
Locations:				
Shippensburg High School, MF	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	7	0.35
Locations:				
Shippensburg High School, MF	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	19	0.75
Locations:				
Shippensburg High School, KL	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Locations:				
Shippensburg High School, KL	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	19	0.75
Locations:				
Shippensburg High	A Senior High School	A building in which General Education		

School, KY	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.25
Locations:				
Shippensburg High School, KY	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	55	1
Justification: This is the age range of the roster only. Students do not receive services together.				
Locations:				
James Burd Elementary, MS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	41	0.7
Justification: This is the age of the roster not the class				
Locations:				
Nancy Grayson Elementary School, AE	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	11	0.2
Locations:				
Shippensburg High School, AE	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	3	0.1
Locations:				
Shippensburg Area Middle School, AE	A Middle School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	7	0.11
Justification: Students are together on roster only. They do not receive service together.				
Locations:				
Grace B Luhrs Elementary School, SM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	15	0.23
Locations:				
Shippensburg Middle School, SM	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	43	0.66
Locations:				
Shippensburg Intermediate School, SM	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 17, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	5	0.5
Locations:				
Shippensburg Area Intermediate School, MB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	5	0.4
Locations:				
Shippensburg Area Intermediate School, MB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	6 to 9	1	0.1
Locations:				
Nancy Grayson Elementary, MB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 9	4	0.5
Justification: This is the age of the roster and not the class.				
Locations:				
James Burd Elementary School, AB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 9	5	0.4
Justification: This is the age of the roster and not the class.				
Locations:				
James Burd Elementary, AB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	1	0.1
Locations:				
James Burd Elementary, AB	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional, PC	SAIS	0.5
Supervisor of Special Eduaction	Administration	1
Paraprofessional, LB	SAHS	1
Paraprofessional, DH	James Burd Elementary	1
Paraprofessional, LB	James Burd Elementary	0.5
Paraprofessional, KB	SAHS	1
Paraprofessional, HK	Middle School	0.5
Paraprofessional, SC	Middle School	1
Paraprofessional, TR	Nancy Grayson Elementary	0.5
Paraprofessional, AT	SAHS	0.5

Paraprofessional, TC	James Burd Elementary	1
Paraprofessional, LG	SAIS	1
Paraprofessional, CH	SAIS	1
Paraprofessional, TC	James Burd Elementary	0.5
Paraprofessional, KC	SAHS	0.5
Paraprofessional, AR	Middle School	0.5
Paraprofessional, CK	SAHS	0.5
Paraprofessional, SL	Middle School	0.5
Paraprofessional, ML	Middle School	0.5
Paraprofessional, CM	Middle School	0.5
Paraprofessional, LM	James Burd Elementary	0.5
Paraprofessional, BM	Nancy Grayson Elementary	1
Paraprofessional, AP	James Burd Elementary	0.5
Paraprofessional, SO	Middle School	0.5
Paraprofessional, PP	SAIS	1
Paraprofessional, CS	Middle School	0.5
Paraprofessional, CA	SAHS	0.5
Paraprofessional, SP	Nancy Grayson Elementary	1
Paraprofessional, CW	SAHS	1
Paraprofessional, AF	Middle School	0.5
Paraprofessional, AZ	Middle School	0.5
School Psychologist	Middle School and High School	1
Secretary to the Supervisor of Special Education, GM	Administration Building	1
School Psychologist	Elementary Schools	1
Assistant Supervisor of Special Education	Administration	1
Paraprofessional, AM	SAHS	1
Paraprofessional, LL	James Burd Elementary	0.5
Paraprofessional, LG	Nancy Grayson Elementary	0.5
Paraprofessional, TG	Nancy Grayson Elementary	0.5
Paraprofessional, ML	SAIS	0.5
Paraprofessional, MJ	SAIS	0.5
Paraprofessional, JD	SAIS	0.5
Student Services Secretary, LM	Admin	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
OT	Outside Contractor	3 Days
PT	Outside Contractor	1 Days

Instruction in the Home, Teacher	Intermediate Unit	10 Hours
Social Worker	Intermediate Unit	3 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

There is a positive direction for SASD efforts in Safe and Supportive Schools. RtII is well established in the elementary schools and gaining ground in the secondary schools. PBIS efforts are under way in all of the schools, and there has been great progress made in this area of focus. The last accomplishment of note is a developing districtwide focus on and use of data.

Currently, we are collecting more and varied types of data, and this has allowed for better analysis and decision-making throughout the Shippensburg Area School District. The Systemic Challenges that face the Shippensburg Area School District:

- Ensuring that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensuring that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous improvement.
- Establishing a system within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process.

The information that is still needed could be surveyed and based on perceptual data. Or a more in-depth auditing process could be used to find areas of strength and need, as well as opportunities and threats in our curriculum, organizational framework, and partnership endeavors.

District Accomplishments

Accomplishment #1:

There has been a focus on Positive Behavior Intervention and Support. All schools have established teams and coaches, and they have written plans and delivered this material to our students. Our schools all have tier I core in place for all students and are expanding their strategies for advanced tier interventions.

Accomplishment #2:

Shippensburg Area School District students scored above the state average in grades 3-8 math PSSA and the Algebra Keystone Exam for the spring 2017, above the state average in the grades 3, 5, and 7 ELA PSSA and Literature Keystone Exam for spring 2017, and above the state average in grades 4 and 8 science PSSA and the Biology Keystone Exam for the spring 2017.

Accomplishment #3:

Math shows significant evidence that the school has exceeded the standard for PA Academic Growth (3-year average) in grades 4, 8, and the Algebra Keystone, and evidence of meeting the standard for PA Academic Growth (3-year average) in grade 5 and 6.

English Language Arts shows significant evidence that the school has exceeded the standard for PA Academic Growth (3-year average) in grades 4, 5, 8, and the Literature Keystone Exam.

Science shows moderate evidence that the school exceeded the standard for PA Academic growth for the grade 4 PSSA, evidence that the school met the standards of PA Academic growth for the grade 8 PSSA, and significant evidence that the school exceeded the standard for PA Academic Growth for the Biology Keystone.

District Concerns

Concern #1:

There is a lack of curriculum maps and common assessments focused on academic excellence with high expectations so that students can demonstrate career and college readiness in all content areas.

Concern #2:

There has been a reduction in focus on career readiness through all levels. With a focus on career development being part of Pennsylvania's ESSA plan, it is essential that we develop and execute a procedure for ensuring that we fortify partnerships with the community for our students have opportunities for early exploration of career opportunities to personalize their education to meet the college or career needs.

Concern #3:

There is a need to build internal capacity at all levels to implement and sustain the utilization of research-based instructional practices in all content areas and grade levels focused on growth, academic excellence, and high expectations.

Concern #4:

There is a need for professional development in the areas of instructional technology and data use to personalize student learning and differentiate instruction.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Establish a district culture that focuses on the importance of growth mindset and continuous improvement.

Aligned Concerns:

There is a lack of curriculum maps and common assessments focused on academic excellence with high expectations so that students can demonstrate career and college readiness in all content areas.

There has been a reduction in focus on career readiness through all levels. With a focus on career development being part of Pennsylvania's ESSA plan, it is essential that we develop and execute a procedure for ensuring that we fortify partnerships with the community for our students have opportunities for early exploration of career opportunities to personalize their education to meet the college or career needs.

There is a need to build internal capacity at all levels to implement and sustain the utilization of research-based instructional practices in all content areas and grade levels focused on growth, academic excellence, and high expectations.

There is a need for professional development in the areas of instructional technology and data use to personalize student learning and differentiate instruction.

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

Aligned Concerns:

There is a lack of curriculum maps and common assessments focused on academic excellence with high expectations so that students can demonstrate career and college readiness in all content areas.

There is a need to build internal capacity at all levels to implement and sustain the utilization of research-based instructional practices in all content areas and grade levels focused on growth, academic excellence, and high expectations.

There is a need for professional development in the areas of instructional technology and data use to personalize student learning and differentiate instruction.

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

Aligned Concerns:

There is a need to build internal capacity at all levels to implement and sustain the utilization of research-based instructional practices in all content areas and grade levels focused on growth, academic excellence, and high expectations.

There is a need for professional development in the areas of instructional technology and data use to personalize student learning and differentiate instruction.

Systemic Challenge #4 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

There is a lack of curriculum maps and common assessments focused on academic excellence with high expectations so that students can demonstrate career and college readiness in all content areas.

There has been a reduction in focus on career readiness through all levels. With a focus on career development being part of Pennsylvania's ESSA plan, it is essential that we develop and execute a procedure for ensuring that we fortify partnerships with the community for our students have opportunities for early exploration of career opportunities to personalize their education to meet the college or career needs.

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

Aligned Concerns:

There is a lack of curriculum maps and common assessments focused on academic excellence with high expectations so that students can demonstrate career and college readiness in all content areas.

There has been a reduction in focus on career readiness through all levels. With a focus on career development being part of Pennsylvania's ESSA plan, it is essential that we develop and execute a procedure for ensuring that we fortify partnerships with the community for our students have opportunities for early exploration of career opportunities to personalize their education to meet the college or career needs.

Systemic Challenge #6 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

There is a lack of curriculum maps and common assessments focused on academic excellence with high expectations so that students can demonstrate career and college readiness in all content areas.

There is a need for professional development in the areas of instructional technology and data use to personalize student learning and differentiate instruction.

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

Aligned Concerns:

There is a lack of curriculum maps and common assessments focused on academic excellence with high expectations so that students can demonstrate career and college readiness in all content areas.

There is a need for professional development in the areas of instructional technology and data use to personalize student learning and differentiate instruction.

Systemic Challenge #8 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

There has been a reduction in focus on career readiness through all levels. With a focus on career development being part of Pennsylvania's ESSA plan, it is essential that we develop and execute a procedure for ensuring that we fortify partnerships with the community for our students have opportunities for early exploration of career opportunities to personalize their education to meet the college or career needs.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Classroom observations and walkthrough in PAETEP

Specific Targets: Classroom observations and walkthrough data will show a decrease in 10% per year of teachers who need to grow in the areas of "Using Questioning and Discussion Techniques", "Assessing Student Learning", and "Engaging Students in Learning".

Type: Annual

Data Source: Standardized testing data/Future Ready Index

Specific Targets: All schools will meet or exceed the Interim Goals provided by the Future Ready Index in All Student Group and Subgroups in Math, ELA, and Science (if Applicable).

Strategies:

Differentiated Instruction

Description:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#)) , [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

SAS Alignment: Instruction

PLCs-Professional Learning Communities

Description:

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. - The Glossary of Education Reform (Sources: [What Is a Professional Learning Community?](#) , [3 keys to keep learning communities focused on the learning](#))

SAS Alignment: Instruction, Materials & Resources

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: None selected

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Source: : [The Framework](#))

SAS Alignment: Instruction

*Recruiting and Retaining Effective Teachers***Description:**

The New Teacher Center (NTC) Induction Model is a comprehensive and systemic approach to support beginning teachers. The induction model aims to accelerate the effectiveness of beginning teachers at increasing student learning by providing one-on-one mentoring and professional development in a supportive school environment. The NTC works with school districts and state departments of education to design, develop, and implement induction programs that are aligned with both district priorities and NTC standards. (Sources: [\(IES\) New Teacher Center Induction Model](#) , [New Teacher Center Induction Model](#))

SAS Alignment: Instruction

*Process Improvement***Description:**

Process Improvement focuses on identifying, analyzing and improving upon existing educational processes within a district for optimization of resource utilization and instructional practices. It involves a systematic approach which follows a specific methodology. Processes can either be modified or complemented with sub[processes or even eliminated for the ultimate goal of improvement.

Process Improvement is an ongoing practice and should always be followed up with the analysis of tangible areas of improvement. When implemented successfully, the results can be measured in the enhancement of instructional practices resulting in enhanced student readiness for college and careers.

SAS Alignment: Instruction

Implementation Steps:

Professional Development on Language and Literacy Development for All Students

Description:

LETRS® (Language Essentials for Teachers of Reading and Spelling) professional development responds to the need for high-quality literacy educators. Developed by literacy expert Louisa C. Moats, Ed.D. LETRS provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle.

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Professional Development

Utilization of Assessment Data

Description:

Working with teachers and administrators on the analysis of assessment data (diagnostic, formative, summative) and how they can utilize the data to drive personalized and differentiated instruction within their classrooms.

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- PLCs-Professional Learning Communities
- Professional Development

Learning Management System Onboarding and Implementation

Description:

Teachers will integrate their classroom lessons with a learning management system and be provided with professional development to utilize the learning management system to personalize and differentiate instruction for all students.

Start Date: 6/30/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiated Instruction
- PLCs-Professional Learning Communities
- Professional Development

Professional Development for Utilization of Open Education Resources

Description:

Create a system of teachers that are trained in the curation, adaption, and creation of Open Education Resources. These teachers will then be utilized to work with other teachers during summer curriculum writing and PLCs in curating, adapting, and creating resources that are aligned to Shippensburg's curriculum

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- PLCs-Professional Learning Communities
- Professional Development

Learning Walks

Description:

Administrators will conduct learning walks to focus on Danielson's Instructional Framework and determine signs of evidence that support distinguished instruction. This will norm administrators in the evaluation process and expose administrators to signs of quality instruction.

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

Program Area(s): Professional Education

Supported Strategies:

- PLCs-Professional Learning Communities
- Professional Development
- Charlotte Danielson Framework

Teacher Induction

Description:

Revamp the current teacher induction system to ensure that new teacher induction is focused on Danielson's Framework and implement meaningful peer to peer observation focusing on instructional practices and reflection from each of Danielson's domains during the school year. Induction will also have a Schoology component where teachers can network with others going through the induction process (present and previous) in the Shippensburg Area School District.

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- PLCs-Professional Learning Communities
- Professional Development
- Charlotte Danielson Framework
- Recruiting and Retaining Effective Teachers

Professional Development on Teaching Diverse Learners in an Inclusive Setting

Description:

Provide continued professional development to all teaching staff on differentiated instruction with follow-up observations to ensure effective implementation of knowledge and skills that are gained. The PD will continue to include language and literacy development for all students in addition, the relationship between student engagement and student achievement will be emphasized as well as teaching diverse learners in inclusive settings as related to differentiated instructional strategies.

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

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

Supported Strategies:

- Differentiated Instruction
- PLCs-Professional Learning Communities
- Professional Development

School Improvement Process

Description:

School leaders will identify three program areas of focus and utilize the following methodology for improvement of the instructional process: Identify the problem, analyze the problem, diagnose root causes, develop theory of action, design strategy and plan for implementation, and implement.

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

Program Area(s): Professional Education

Supported Strategies:

- Process Improvement

Goal #2: 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.

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 professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Curriculum Maps, Lesson Plans

Specific Targets: Curriculum maps and lesson plans will show an alignment between learning objectives and PA Core or PA Academic standards. This will be completed during the curriculum mapping cycle (2019-2020 ELA and Practical Arts, 2020-2021 Social Studies and Business, 2021-2022 Math and Creative Arts, 2022-2023 Science/STEM and Foreign Language, 2023-2024 Health/Physical Education and Library).

Type: Annual

Data Source: Standardized testing data/Future Ready Index

Specific Targets: All schools will meet or exceed the Interim Goals provided by the Future Ready Index in All Student Group and Subgroups in Math, ELA, and Science (if Applicable).

Type: Annual

Data Source: PA Future Ready Index

Specific Targets: Increase the percentage of students participating in rigorous courses of study by 6 percent per year utilizing the baseline data from the 2017-2018 Future Ready Index of 58.9%

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a

specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Career and Technical Education Programs

Description:

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers. (Sources: [Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career](#) , [How Career and Technical Education Can Help Students Be College and Career Ready: A Primer](#))

SAS Alignment: Instruction, Materials & Resources

Advanced Placement, International Baccalaureate or Early College High Schools

Description:

Early College High Schools partner with colleges and universities to provide students with an opportunity to earn an Associate's degree or college credits toward a Bachelor's degree at no or low cost to students. In a recent study, researchers found that attending Early College High Schools improved some high school and post secondary outcomes for students. (Source: [Early College, Early Success - Early College High School Initiative Impact Study](#))

SAS Alignment: Materials & Resources

Dual Enrollment

Description:

Dual enrollment programs are collaborative efforts between high schools and colleges in which high school students (usually juniors and seniors) are permitted to enroll in college courses. These programs provide students with a challenging academic experience and the opportunity to earn college credit prior to high school graduation. Unlike in other programs such as Advanced Placement and International Baccalaureate, dual enrollment students take actual college courses with a college syllabus, often on a college campus, rather than a college-level course intended to be taken by high school students. (Sources: [Dual Enrollment Programs Transition to College](#) , [The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States](#) , [Dual Enrollment Programs](#))

SAS Alignment: Instruction, Materials & Resources

PLCs - Professional Learning Communities

Description:

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. - The Glossary of Education Reform (Sources: [What Is a Professional Learning Community?](#) , [3 keys to keep learning communities focused on the learning](#))

SAS Alignment: Materials & Resources

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: Assessment, Instruction, Materials & Resources

Understanding by Design

Description:

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. (Sources: [Understanding by Design](#))

SAS Alignment: Curriculum Framework

*Pennsylvania Career Education and Work Standards Toolkit***Description:**

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: [PA Career Standards](#))

SAS Alignment: Materials & Resources

Implementation Steps:*Comprehensive K-12 Guidance Plan***Description:**

The district will complete a K-12 Comprehensive Guidance Plan focused on the implementation of the Career Education and Work standards to allow students to become aware of various careers (K-5), explore the career market (6-8), and implement a career plan (9-post graduation). The K-12 Comprehensive Guidance plan will be completed during 2018-2019 school year and evaluated for effectiveness during the 2019-2020 school year.

Start Date: 6/1/2019 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

- Career and Technical Education Programs
- Advanced Placement, International Baccalaureate or Early College High Schools
- Dual Enrollment
- PLCs - Professional Learning Communities
- Professional Development
- Understanding by Design
- Pennsylvania Career Education and Work Standards Toolkit

Develop Early College Program

Description:

Fortify a partnership with Shippensburg University, Harrisburg Area Community College, Wilson College, The University of Pittsburgh, Penn State, and Harrisburg University to begin an early college in the high school program allowing access for Shippensburg Area School District students to earn collegiate credits during their high school careers.

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

Program Area(s): Professional Education

Supported Strategies:

- Advanced Placement, International Baccalaureate or Early College High Schools
- Dual Enrollment

Creation of Agricultural CTE program

Description:

Forging a partnership with the Commission for Agricultural Education Excellence and utilizing their Program Approval Specialist to assist Shippensburg Area School District in the approval of their Agricultural Program for CTE acceptance with possibility for certifications for students

Start Date: 6/1/2019 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Career and Technical Education Programs

Partnership for Career Development

Description:

Fortify a partnership with Capital Region's Partnership for Career Development to provide district leadership with opportunities to formulate partnerships in the 16 career cluster areas, provide classroom presenters for career development, and discover new internship and job shadowing opportunities for students. This will also provide district teachers and leadership to become members of 'educators in the workplace' which will inform district representatives of the workforce needs of our community.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- PLCs - Professional Learning Communities
- Professional Development
- Pennsylvania Career Education and Work Standards Toolkit

Professional Development for Curriculum Mapping

Description:

Shippensburg Area School District will be utilizing the Understanding by Design framework to create curriculum maps. Utilizing summer work sessions and PLC meetings, the administration will work with teachers to unpack content area and grade level standards for an understanding of what skills are expected of students for each content and grade level. Teachers will then utilize this information to work backwards to create instructional units to ensure students meet the rigorous expectations set by the standards. Evidence of implementation will begin when curriculum is board approved and posted to the website. The implementation will be further entrenched when evidence begins to appear in walk-through observations, PLC discussions, and lesson plan audits. Finally, the biggest piece of evidence will come when scores in PSSA/Keystone, PVAAS, and SPP begin to improve.

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

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- PLCs - Professional Learning Communities
- Professional Development
- Understanding by Design

Professional Development for Utilization of Open Education Resources

Description:

Create a system of teachers that are trained in the curation, adaption, and creation of Open Education Resources. These teachers will then be utilized to work with other teachers during summer curriculum writing and PLCs in curating, adapting, and creating resources that are aligned to Shippensburg's curriculum

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

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- PLCs - Professional Learning Communities
- Professional Development
- Understanding by Design

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

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 students who are academically at risk are identified early and are supported by a process that provides

interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Common Assessments

Specific Targets: Common Assessments will be created and reviewed for alignment to PA Standards for each core content area (ELA 2019-2020, Social Studies 2020-2021, Math 2021-2022, Science 2022-2023)

Type: Annual

Data Source: Standardized Testing/Future Ready Index

Specific Targets: All Schools will meet or exceed the Interim Goals provided by the Future Ready Index in All Student Group and Subgroups in Math, ELA, and Science (if applicable)

Strategies:

Formative Assessment

Description:

Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery.

SAS Alignment: Assessment

SAS: Assessments

Description:

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progression, skill acquisition, or educational needs of

students. The Glossary of Education Reform. SAS: Assessments offer resources to help educators with assessing students.

SAS Alignment: Assessment

Implementation Steps:

Common Assessments

Description:

Teams of teachers will develop/adopt, refine, and implement common assessments in all areas of instruction based on standards aligned curriculum, cross curricular connections, and best practices. This will be emphasized in the core content areas.

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

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment
- SAS: Assessments

Utilization of Assessment Data

Description:

Working with teachers and administrators on the analysis of assessment data (diagnostic, formative, summative) and how they can utilize the data to drive personalized and differentiated instruction within their classrooms.

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

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment
- SAS: Assessments

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Differentiated Instruction**
Strategy #2: Professional Development

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Professional Development on Language and Literacy Development for All Students	LETRS® (Language Essentials for Teachers of Reading and Spelling) professional development responds to the need for high-quality literacy educators. Developed by literacy expert Louisa C. Moats, Ed.D. LETRS provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle.	Sheri Woodall, Director of CIA	6.0	4	90	Capital Area Intermediate Unit	IU	Yes

Knowledge LETRS provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle. Teachers will integrate the instructional techniques acquired through LETRS professional development into classroom instruction and district curriculum and resources.

Supportive Research LETRS research-based professional development program, provides educators with a core understanding of language structure and helps them gain in-depth instructional information to complement their teaching practice.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
 Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Series of Workshops

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	activities	Peer-to-peer lesson discussion Joint planning period Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans

LEA Goals Addressed: 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.

Strategy #1: Differentiated Instruction
Strategy #2: PLCs-Professional Learning Communities
Strategy #3: Professional Development

Start	End	Title	Description				Provider	Type	App.
7/1/2019	6/30/2022	Utilization of Assessment Data	Working with teachers and administrators on the analysis of assessment data (diagnostic, formative, summative) and how they can utilize the data to drive personalized and differentiated instruction within their classrooms.				Director of CIA	School Entity	Yes
		Person Responsible	SH	S	EP	Provider			
		Director of CIA	1.2	4	10	Director of CIA			
			5						

Knowledge

Teachers in PLCs will work with data from common assessments, iReady, DIBELS, and/or CDTs to analyze the individual and clustered needs of classes to group for differentiation and provide supports for personalized learning. In addition to the four PLC meetings during the school year, building level administrators will work with teachers on continuous analysis of data for differentiation of instruction.

Supportive Research

Dufour has made a strong case for the use of assessment data for use in PLCs and in school improvement. Chenoweth's research shows that the use of data from common assessments for all students has been a factor of success in schools with high rates of students struggling with poverty.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Professional Learning Communities

Training Format

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans

discussion

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategy #1: Differentiated Instruction
Strategy #2: PLCs-Professional Learning Communities
Strategy #3: Professional Development

Start	End	Title			Description		Type	App.
6/30/2018	6/30/2022	Learning Management System Onboarding and Implementation			Teachers will integrate their classroom lessons with a learning management system and be provided with professional development to utilize the learning management system to personalize and differentiate instruction for all students.			
		Person Responsible	SH	S	EP	Provider		
		Director of CIA	75	1	15	Schoology	For Profit Company	Yes

Knowledge

A team of 'Schoology Pioneers' will be trained in onboarding by Schoology staff during the spring of 2018. This team will plan professional development for teachers in grades 6-12 in August. The team of 15 teachers will also be utilized to provide job embedded professional development on the use of Schoology during the 2018-2019 and 2019-2020 school year. This process will be repeated beginning in the spring/summer of 2020 for K-5 teachers in the district.

Supportive Research

This practice utilizes the 'train the trainer' model for technology integration and implementation. The utilization of this model will allow our 'trainers' to become teacher leaders and build internal capacity at each building level. The 'train the trainer' model allows for people who are 'in the trenches' to provide insight on how they utilize the LMS in their classroom and issues that they may have with the system that will have more of an impact on others in the classroom when compared to an outside provider.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- Series of Workshops
- Department Focused Presentation
- Professional Learning Communities

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		School counselors Paraprofessional New Staff Parents		

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>
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LEA Goals Addressed:	<p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p> <p>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.</p>	<p>Strategy #1: Differentiated Instruction</p> <p>Strategy #2: PLCs-Professional Learning Communities</p> <p>Strategy #3: Professional Development</p>
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Start	End	Title	Description
7/1/2019	6/30/2022	Professional Development for Utilization of Open Education Resources	Create a system of teachers that are trained in the curation, adaption, and creation of Open Education Resources. These teachers will then be utilized to work with other teachers during summer curriculum writing and PLCs in curating, adapting, and creating resources that are aligned to Shippensburg's curriculum

Person Responsible	SH	S	EP	Provider	Type	App.
Director of CIA	7.5	4	5	Capital Area Intermediate Unit	IU	Yes

Knowledge

Teachers involved with the OER cohort will network with teachers from other districts and be trained by CAIU staff in the utilization of OER for curating, adapting, and creating materials in a collaborative environment.

Supportive Research

According to Well de los Acros, Farrow, Pitt, and McAndrew (2015) the utilization of OER goes beyond a financial savings to school districts, but also has a positive impact on students' attitudes and perceptions of learning in areas of enthusiasm, engagement, and confidence, which can lead to increased student performances. Additionally, there is a positive impact on the reflection practice of educators that accompanies the adoption of OER.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

Training Format

Series of Workshops

Department Focused Presentation
Professional Learning Communities

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data	

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategy #1: PLCs-Professional Learning Communities
Strategy #2: Professional Development
Strategy #3: Charlotte Danielson Framework

Start	End	Title	Description
7/1/2019	6/30/2022	Learning Walks	Administrators will conduct learning walks to focus on Danielson's Instructional Framework and determine signs of evidence that support distinguished instruction. This will norm administrators in the evaluation process and expose administrators

to signs of quality instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of CIA	1.5	6	10	District	School Entity	No

Knowledge Learning walks will be utilized by the administrative team to collaborate in identifying distinguished standards of instructional practice utilizing Danielson's Framework. The data gathered during the learning walks will then be shared with the classroom teacher to allow for reflection and goal setting.

Supportive Research District-designed walk throughs are useful in developing shared understandings of high-quality instructional practice. The training in the use of valid and reliable data-collection instruments and clear rubrics also plays an important role in creating a common language and communicating district priorities.

Designed to Accomplish

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

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Professional Learning Communities

Training Format

Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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Dir	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Evaluation Methods
Journaling and reflecting	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategy #1: PLCs-Professional Learning Communities
Strategy #2: Professional Development
Strategy #3: Charlotte Danielson Framework
Strategy #4: Recruiting and Retaining Effective Teachers

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Teacher Induction	Revamp the current teacher induction system to ensure that new teacher induction is focused on Danielson's Framework and implement meaningful peer to peer observation focusing on instructional practices and reflection from each of Danielson's domains during the school year. Induction will also have a Schoology component where teachers can network with others going through the induction process (present and previous) in the Shippensburg Area School District.	Director of CIA	1	6	10	District	School Entity	Yes



Knowledge New teachers will go through an onboarding process to introduce them to the norms and functions of the Shippensburg Area School District and to instructional best practices defined by the Danielson Framework.

Supportive Research According to ASCD, critical elements of an induction program include: formal and informal orientation, mentoring, and professional development.

Designed to Accomplish

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

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

Series of Workshops

Training Format

Participant Roles	New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategy #1: Differentiated Instruction
Strategy #2: PLCs-Professional Learning Communities
Strategy #3: Professional Development

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Professional Development on Teaching Diverse Learners in an Inclusive Setting	Provide continued professional development to all teaching staff on differentiated instruction with follow-up observations to ensure effective implementation of knowledge and skills that are gained. The PD will continue to include language and literacy development for all students in addition, the relationship between student engagement and student achievement will be emphasized as well as teaching diverse learners in inclusive settings as related to differentiated instructional strategies.	Direct of CIA	4.0	10	30	Capital Area IU	IU	Yes

Knowledge

Participants will gain the knowledge and skills to differentiate instruction at all levels of the curriculum in order to create challenging expectations for all students.

Supportive Research

Effective Instructional Best Practices: Differentiation of Instruction based on the work of Carol Ann Tomlinson

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Training Format

- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

Participant Roles

Dir

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

Grade Levels

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

Follow-up Activities

Team development and sharing of content-area lesson

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Review of participant lesson plans

<p>LEA Goals Addressed:</p>	<p>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.</p>	<p>Strategy #1: Curriculum Mapping Strategy #2: Career and Technical Education Programs Strategy #3: Advanced Placement, International Baccalaureate or Early College High Schools Strategy #4: Dual Enrollment Strategy #5: PLCs - Professional Learning Communities Strategy #6: Professional Development Strategy #7: Understanding by Design Strategy #8: Pennsylvania Career Education and Work Standards Toolkit</p>
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Start

End

Title

Description

6/1/2019	6/1/2020	Comprehensive K-12 Guidance Plan	<p>The district will complete a K-12 Comprehensive Guidance Plan focused on the implementation of the Career Education and Work standards to allow students to become aware of various careers (K-5), explore the career market (6-8), and implement a career plan (9-post graduation). The K-12 Comprehensive Guidance plan will be completed during 2018-2019 school year and evaluated for effectiveness during the 2019-2020 school year.</p>					
		Person Responsible Sheri Woodall, Director of CIA	SH 7.5	S 5	EP 9	Provider Pennsylvania Department of Education	Type IU	App. Yes

Knowledge

Training sessions will be personalized to the needs of Shippensburg Area School District, specifically in designing program lessons to support Career Retention and Advancement (Standard 13.3) and Entrepreneurship (Standard 13.4) as well as engaging in community partnerships to support our students in participating in field based internships.

Supportive Research

PDE consultants will be utilizing the work of Kevin Flemming to work with K-12 guidance counselors of gathering teacher buy-in by showing the impact of what success means in the new economy and what skills will be necessary for our students to seek and maintain meaningful employment in the future. The K-12 Comprehensive Guidance Plan will assist in mapping how and when students will be taught the skills necessary for career and college readiness.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership

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

roles: academic standards.

Training Format Department Focused Presentation

Participant Roles	Principals / Asst. Principals School counselors	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities	Evaluation Methods	Portfolio
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LEA Goals Addressed:	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.	Strategy #1: PLCs - Professional Learning Communities Strategy #2: Professional Development Strategy #3: Pennsylvania Career Education and Work Standards Toolkit
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Start	End	Title	Description					
6/1/2019	6/30/2022	Partnership for Career Development	Fortify a partnership with Capital Region's Partnership for Career Development to provide district leadership with opportunities to formulate partnerships in the 16 career cluster areas, provide classroom presenters for career development, and discover new internship and job shadowing opportunities for students. This will also provide district teachers and leadership to become members of 'educators in the workplace' which will inform district representatives of the workforce needs of our community.					
		Person Responsible Sheri Woodall, Director of CIA	SH 3.0	S 4	EP 4	Provider Partnership for Career Development	Type Non-profit Organizat ion	App. Yes

Knowledge

District personnel will be engaged in understanding and providing the skills needed for a future workforce.

Supportive Research

The fortification of this partnership is encouraged by the Capital Area Intermediate Unit to provide educators with the opportunity to be exposed to the workforce outside of education. This partnership is for districts to integrate workforce skills within their curriculum to better prepare students for the needs of the community workforce.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format	Series of Workshops		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	skills in lessons	Journaling and reflecting Integration of workforce	Number of student internships/shadowing experiences, Clearinghouse data showing a growth in students entering into 2-4 year programs

LEA Goals Addressed: 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.

Strategy #1: Curriculum Mapping
Strategy #2: PLCs - Professional Learning Communities
Strategy #3: Professional Development
Strategy #4: Understanding by Design

Start	End	Title	Description
7/1/2019	6/30/2022	Professional Development for Curriculum Mapping	Shippensburg Area School District will be utilizing the Understanding by Design framework to create curriculum maps. Utilizing summer work sessions and PLC meetings, the administration will work with teachers to unpack content area and grade level standards for an understanding of what skills are expected of students for each content and grade level. Teachers will then utilize this information to work backwards to create instructional units to ensure students meet the rigorous

expectations set by the standards. Evidence of implementation will begin when curriculum is board approved and posted to the website. The implementation will be further entrenched when evidence begins to appear in walk-through observations, PLC discussions, and lesson plan audits. Finally, the biggest piece of evidence will come when scores in PSSA/Keystone, PVAAS, and SPP begin to improve.

Person Responsible	SH	S	EP	Provider		Type	App.
Direct of CIA	7.5	5	10	District		School Entity	Yes

Knowledge

Teachers and administrators will build their knowledge of and their capacity to do curriculum mapping. The entire faculty will be involved in professional discussions that could illuminate a variety of topics and possibilities for knowledge gain.

Supportive Research

The research base and best practices stem from the work of McTyghe and Wiggins with the Understanding by Design framework. Teachers will determine the appropriate grade level skills by unpacking the standards and then design curricular units to ensure students are given the resources and instruction necessary to meet the standard (skill).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans</p>

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategy #1: Curriculum Mapping
Strategy #2: PLCs - Professional Learning Communities

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.

**Strategy #3: Professional Development
Strategy #4: Understanding by Design**

Start	End	Title	Description					
7/1/2019	6/30/2022	Professional Development for Utilization of Open Education Resources	Create a system of teachers that are trained in the curation, adaption, and creation of Open Education Resources. These teachers will then be utilized to work with other teachers during summer curriculum writing and PLCs in curating, adapting, and creating resources that are aligned to Shippensburg's curriculum					
	Person Responsible	SH	S	EP	Provider	Type	App.	
	Director of CIA	7.5	4	5	Capital Area Intermediate Unit	IU	Yes	

Knowledge

Teachers involved with the OER cohort will network with teachers from other districts and be trained by CAIU staff in the utilization of OER for curating, adapting, and creating materials in a collaborative environment.

Supportive Research

According to Well de los Acros, Farrow, Pitt, and McAndrew (2015) the utilization of OER goes beyond a financial savings to school districts, but also has a positive impact on students' attitudes and perceptions of learnin in areas of enthusiasm, engagement, and confidence, which can lead to increased student performances. Additionally, there is a positive impact on the reflection practice of educators that accompanies the adoption of OER.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills

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

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

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

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

Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities		
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

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

Strategy #1: Formative Assessment
Strategy #2: SAS: Assessments

Start	End	Title			Description		
7/1/2019	6/30/2022	Common Assessments			Teams of teachers will develop/adopt, refine, and implement common assessments in all areas of instruction based on standards aligned curriculum, cross curricular connections, and best practices. This will be emphasized in the core content areas.		
	Person Responsible	SH	S	EP	Provider	Type	App.
	Direct of CIA	7.5	5	10	District	School Entity	Yes

Knowledge Teachers will understand the importance of common assessments in determining and comparing student knowledge and skills gained and how to adjust instruction as a result of the assessments.

Supportive Research Reviews of accountability data from hundreds of schools reveal the schools with the greatest gains in achievement consistently employ common assessments, non-fiction writing, and collaborative scoring by faculty. (Reeves, 2004)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities	
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods
		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed: 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.

Strategy #1: Formative Assessment
Strategy #2: SAS: Assessments

Start	End	Title	Description	Provider	Type	App.
7/1/2019	6/30/2022	Utilization of Assessment Data	Working with teachers and administrators on the analysis of assessment data (diagnostic, formative, summative) and how they can utilize the data to drive personalized and differentiated instruction within their classrooms.	Director of CIA	School Entity	Yes
		Person Responsible	SH	S	EP	
		Director of CIA	1.2	4	10	
			5			

Knowledge Teachers in PLCs will work with data from common assessments, iReady, DIBELS, and/or CDTs to analyze the individual and clustered needs of classes to group for differentiation and provide supports for personalized learning. In addition to the four PLC meetings during the school year, building level administrators will work with teachers on continuous analysis of data for differentiation of instruction.

Supportive Research Dufour has made a strong case for the use of assessment data for use in PLCs and in school improvement. Chenoweth's research shows that the use of data from common assessments for all students has been a factor of success in schools with high rates of students struggling with poverty.

Designed to Accomplish

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

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

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

Professional Learning Communities

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion 	Evaluation Methods	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans 	

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer