

Bellwood-Antis SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

300 Martin Street
Bellwood, PA 16617
(814)742-2271
Superintendent: Thomas McInroy
Director of Special Education: Carol Beard

Planning Process

The district has invited community members, parents, students, school board of directors, educators, support staff members, and business leaders to participate in the comprehensive planning process. There were several meetings at the Large Group Instruction room at the elementary school.

The group evaluated the progress of the goals that were adopted in the previous comprehensive plan. All other aspects of the comprehensive plan were also examined. The data associated with each aspect of the plan were examined and recommendations were then made.

The administration has made several attempts to align the curriculum vertically (kindergarten through twelfth grades) without completion. It was determined that there were not enough resources to effectively complete such a task. Therefore, the district has contracted with Modern Teacher, a nationally recognized institution that helps school districts with leadership, instructional models, professional learning, digital ecosystem, and modern curriculum. The process of modernizing and aligning the curriculum in all grades will take approximately three years. This process will involve all employees as well as other leaders in the community. We will utilize a quasi-site-based management leadership model to help ensure that all participants have the ability to have input.

Mission Statement

The Bellwood-Antis School District empowers students by creating environments that:

- foster healthy relationships

- require respect for self and others
- ensure relevant and challenging learning
- promote critical thinking
- encourage student ownership of learning

Vision Statement

The Bellwood-Antis School District empowers students to attain their personal best academically, physically, emotionally and socially.

Shared Values

The following shared values are stated in the district's mission statement: heathy relationships, respect for self and others, relevant and challenging learning, critical thinking skills, student ownership of learning

The following shared values were identified by the K12 Improvement Team as they developed district vision and mission statements:

Intellectual Skills: critical and analytical thinking, resourcefulness, technological savvy, problem-solving ability, effective communication skills including listening, conflict resolution, creativity, and ctber safety

Emotional Skills: collaborative, personable, ability to communicate disagreement respectfully, open-mindedness, sensitivity, empathy, cultural, diversity, disability awareness and sensitivity, self-advocacy, independence, social etiquette, civic/democratic responsibility

Social Skills: independence, emotional IQ including flexibility, self-awareness, self-care, values, needs, coping skills, accurate self-reflection, resiliency, awareness of others and their emotions, motivation, pride, and respect for self and others.

Educational Community

The Bellwood-Antis School District is a small, rural K - 12 district located in Blair County, approximately 8 miles north of Altoona on route 220 / I 99. It encompasses 63 square miles and includes the Borough of Bellwood and Antis Township, with a population of approximately 8152. The learning environment is competitive but friendly with many opportunities for student involvement in extracurricular and academic activities. The community and parents support Bellwood - Antis School District's programs are symbolic of the level of success

they enjoy. The formation of the Bellwood - Antis School District Foundation and Alumni Association reflect an avid interest in the involvement in the future of our children.

The 63 square miles making up Bellwood-Antis include some of the most beautiful landscape in the central Pennsylvania area. Still a quiet rural community with light industry, the community has been able to maintain its hometown atmosphere in an ever-changing world. The District contains established residential neighborhoods and is convenient to shopping, a major university, and entertainment complexes. The community of the Bellwood-Antis School District represents a myriad of professions and diverse cultural backgrounds that actively participate in the education process.

Perfectly situated in the rural mountains of Blair County, Bellwood-Antis is within a 30-mile radius of renown colleges and universities, including the Pennsylvania State University. Other local colleges and universities are Saint Francis University and Mount Aloysius College. Recreational areas in the district include spacious municipal parks and pools, including DelGrosso Park, Lakemont Park, and several state parks.

The school district population, which includes students from kindergarten through the twelfth grade, is approximately 1300. Class sizes are relatively small with approximately 18 -20 children in each kindergarten classroom, 20 to 24 children in first through third grade classrooms, and approximately 25 in fourth through twelfth grade classrooms.

There are three buildings that comprise the district:

The Myers Elementary School (kindergarten through grade 4)

The William - Sitman Middle School (grades 5 - 8)

The Bellwood - Antis High School (grades 9 - 12)

Planning Committee

Name	Role
Carol Beard	Administrator : Special Education Schoolwide Plan
Jamie Forshey	Administrator : Professional Education Schoolwide Plan
Terri Harpster	Administrator : Professional Education Special Education Schoolwide Plan
Michael Lingenfelter	Administrator : Professional Education
Thomas McInroy	Administrator : Professional Education Special Education
Richard Schreier	Administrator : Professional Education
Donald Wagner	Administrator : Professional Education Special Education
Katherine Burch	Board Member : Professional Education Special

	Education
Robert Fisher	Board Member : Professional Education Special Education
Ben Irvin	Board Member : Professional Education
Kevin Luensmann	Board Member : Professional Education
Jeff Nycum	Board Member : Professional Education
Carl Crider	Business Representative : Professional Education Schoolwide Plan
Crystal Himes	Business Representative : Professional Education Schoolwide Plan
Rhonda Mills	Community Representative : Professional Education
Joe Schlect	Community Representative : Professional Education
Christine Miller	Ed Specialist - Other : Schoolwide Plan
Danielle Patton	Ed Specialist - School Counselor : Professional Education Special Education
Nicole Engleman	Ed Specialist - School Psychologist : Professional Education Special Education Schoolwide Plan
Beth Berardinelli	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Lori Dionis	Elementary School Teacher - Regular Education : Schoolwide Plan
Becky Hansard	Elementary School Teacher - Regular Education : Schoolwide Plan
Erin Kelly	Elementary School Teacher - Regular Education : Schoolwide Plan
Jennel Miller	Elementary School Teacher - Regular Education : Schoolwide Plan
Tara Naylor	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Rhonda Winesickle	Elementary School Teacher - Regular Education : Schoolwide Plan
Sally Padula	Elementary School Teacher - Special Education : Special Education
Angela Wilson	Elementary School Teacher - Special Education : Schoolwide Plan
Brandon Stewart	High School Teacher - Regular Education : Professional Education Special Education
Sally Padula	High School Teacher - Special Education :

	Professional Education Special Education
Steve Collins	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Susan Nycum	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Amber Briggs	Parent : Schoolwide Plan
Melissa Gormont	Parent : Schoolwide Plan
Lee Johnson	Parent : Professional Education Special Education
Jendy Maines	Parent : Professional Education Schoolwide Plan
Rebekah Pulcinello	Parent : Special Education
Amy Shanafelt	Parent : Professional Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
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	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	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
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Science and Technical Subjects		
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	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	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
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	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	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	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
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	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	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	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

This narrative is empty.

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

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

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

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

Modifications and accommodations are included in lesson planning/ design at all levels throughout the school district to enable students to receive instruction in the least restrictive environment. Specially designed instruction is developed to meet the individual needs of the students and ensure educational benefit from their programs. Meetings occur to address changing needs throughout the school year.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

- Building Supervisors
- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

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

All teachers within the district have received professional learning on lesson design, engagement strategies, formative assessment, and integration of technology. All teachers in the district use a "Before-During-After" lesson design. Building administrators, including the director of special education, use curriculum meetings, team meetings, lesson plan review, walk-throughs and formal observations to ensure alignment and implementation. The middle school engages in a lesson study process and the elementary school has professional learning communities.

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

At all levels teachers have opportunities to observe peers. We do not have building supervisors. The principals are the building supervisors.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

	Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

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.

In grades K-12, through advertisement of positions, we get a significant pool of highly qualified applicants for each position, We have an intensive interview process and the best candidate is hired for each position.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	7.50	7.50	7.50
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

Unchecked answers

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
ELA, Math, Science and Social Studies Chapter and Unit Tests (curriculum-based assessments)	X	X	X	X
PSSA, PASA	X	X	X	X
AP Exams				X
SAT Exams				X
Mid-Term Exams				X
Final Exams				X
Keystone Exams			X	X
Fountas & Pinnell Individualized Reading Assessment	X	X		

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Teacher Developed ELA Assessments	X	X	X	X
Teacher Developed Math Assessments			X	X
AIMSweb	X	X		
Fountas & Pinnel Individualized Reading Assessment	X	X		
Teacher Developed Writing Assessments	X	X	X	X
4Sight Assessments		X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher developed CBA	X	X	X	X
Exit tickets	X	X	X	X
Ticket in the Door	X	X	X	X
Do Now	X	X	X	X
Projects	X	X	X	X
Inquiry projects	X	X	X	X
Works of art - art, musical, theatrical	X	X	X	X
Writing portfolios	X	X		
Textbook assessment	X	X	X	X
Foundations Word Study Assessments	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT ELA			X	
CDT Math			X	
Running records, miscue analysis	X	X		
Foundations Word Study Assessments	X	X		
CDT Science			X	
4Sight Benchmark Assessments	X	X		

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Building supervisors are the building principals who review lesson plans, formally observe teachers. Through both of those processes, plans for assessments are reviewed. Additionally, teachers work in teams (grade level and/or curriculum) and develop assessments.

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.

Curriculum committees and teaching teams create assessments, and meet to ensure alignment by analyzing assessment data.

At the elementary level, grade-level teams develop local assessments, ensuring alignment with the PA Common Core Standards. The principal evaluates assessments. Teams monitor student performance on assessments and use data to revise assessments.

At the middle school level, grade-level and curriculum departments develop local assessments, ensuring alignment with the PA Common Core Standards. The principal evaluates assessments. Teams monitor student performance on assessments and use data to revise assessments.

At the high school level, curriculum departments develop local assessments, ensuring alignment with the PA Common Core Standards. The principal evaluates assessments. Teams monitor student performance on assessments and use data to revise 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.

At the elementary level, we collect system-wide data three times yearly. The data is entered and organized by our school psychologist for data analysis meetings with grade level teams, Title 1 instructional aides, special education teachers, the school psychologist and principal. Data includes AIMSWeb and FOPI benchmark data, running records, PSSA data. The data is used to identify students for interventions and the tier, and to evaluate system-wide effectiveness of core instruction.

PSSA and PVAAS data is provided to all staff as it is made available by the Pennsylvania Department of Education. Results from locally developed benchmark assessments are shared within grade-level teams and departments. At the middle and high schools, data-analysis teams have been developed at each grade-level and in each academic department. Four times a year, data teams analyze data related to PSSA / PVAAS and locally developed benchmarks to identify struggling students and to identify strengths and weaknesses in curriculum and instruction.

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.

At the elementary level, students in need of interventions are identified through a data analysis process three times a year. Then teams of teachers working with students receiving interventions meet every five weeks to review student progress by looking at progress monitoring data, curriculum-based assessments, and 4Sight Assessments. Adjustments are

made to the intervention or the tier of intervention to meet students' needs.

At the middle and high school level assessment data, instructional teams identify needs and appropriate instructional strategies that will be used for remediation so all students meet the academic standards at a proficient level. Building principals will lead these team meetings. Results are used to determine instructional practices and individual student remediation. Longitudinal patterns are considered as the district makes decisions related to curricular initiatives and revisions.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

At the elementary level PSSA assessment results are shared with all teachers. Teachers use the data to plan instruction, including the differentiation of instruction. Interventions are in place for students below proficiency in math and reading. Teachers participate in collaboration meetings every five weeks to monitor student progress and adjust instruction and interventions.

At the middle school, PSSA assessment results are utilized with other measures to ability group students. MS teachers review all test results in relation to eligible content and Pa Core Standards.

At the high school, data is used to inform instruction. The high school is in the process of developing interventions for students.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

As soon as assessment results become public we provide information to all stakeholders using the strategies indicated above.

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

We are not planning on using any of the other distribution strategies.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

We have no struggling schools.

Our elementary, middle, and high schools have a continuous process of data collection, data analysis, and strategic action planning and implementation for school improvement.

Professional learning is planned to meet the needs of the teachers.

Programs, Strategies and Actions

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

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

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

Bellwood-Antis School District informs the public about Gifted Education Services through their school district website. Bellwood-Antis also provides notification of these services in conjunction with IU08 through advertisements/ postings in several area newspapers on an annual basis.

Definition of Giftedness

Chapter 16 of the Pennsylvania School Code defines "mentally gifted" as, "Outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." Chapter 16 further states that the term, "mentally gifted," includes a person who, "has an IQ of 130 or higher and when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted shall include an assessment by a certified school psychologist."

Prevalence of Giftedness

Statistically, giftedness is very rare and occurs in only about 2% of the general population. Therefore, in a district the size of Bellwood-Antis, it is reasonable to assume that only about 1 to 3 students per *grade level* are actually gifted. A student can, however, be a high-achiever due to above average intellect, high motivation etc., and not necessarily be "mentally gifted." The faculty and staff of Bellwood-Antis School District are committed to meeting *all* student's needs.

Gifted Programs

The Bellwood-Antis School District is responsible and committed to providing opportunities for students identified as "mentally gifted" to participate in acceleration or enrichment, or a combination of both, as appropriate for the individual student's needs. These opportunities must go beyond the the regular program of instruction that the student would receive as part of a general education (22Pa. Code Section 16.41.)

The program addresses the following as described above:

- Acceleration, in which instruction is matched to the competency level of the student
- Enrichment, in which opportunities for the investigation of appropriate materials are given
- Individualization, in which instruction is matched specifically to the student's achievement, abilities, and interests

The District uses administrative and instructional strategies and techniques in the provisions of gifted education for gifted students which may also include categorical grouping of students as defined in (22 Pa. Code Section 16.41 and in the Pennsylvania Department of Education Gifted Guidelines May 2014.)

According to the PDE Gifted Guidelines and the National Research on the Gifted and Talented research supports flexible grouping for gifted students across grade levels and content areas. The research studies also indicate that ability grouping of gifted students, combining acceleration and differentiated curricula provide maximum instructional benefits. The PDE Guidelines go on to state that by grouping gifted students together when possible with other gifted students it allows for the gifted learner opportunities to broaden and deepen his/her knowledge through interaction with their intellectual peers.

When a student is identified to be "mentally gifted," a Gifted Individualized Education Plan is developed at the Gifted Individualized Education Plan meeting.

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

Annual Screening of All Students

Grade level teams of teachers meet regularly throughout the school year to review the performance of all students and will refer any student they feel may meet the eligibility criteria of "mentally gifted." The parents or guardian of any student identified through this procedure will be notified and the screening data outlined above will be collected.

Referrals for Gifted Screening

Any teacher who refers a student for a gifted screening should complete the "Gifted Screening and Identification Referral" form posted on the Bellwood-Antis School District intranet (sharepoint). Any parent who wishes to refer their child for a gifted screening should submit a written request to the School Psychologist.

Outside Evaluations

The District will consider the results of an evaluation conducted by a certified school psychologist not employed by the District. A report summarizing individually-administered intelligence test results must include all age-appropriate subtests. Abbreviated subtests will not be considered.

An independent evaluation alone is not sufficient to determine gifted eligibility. The procedure for collecting multiple criteria, as outlined above, as well as the development of a comprehensive GWR, will be followed. The intelligence test from the gifted evaluation will be considered in addition to the other criteria. The student must meet the criteria for mentally gifted described above, and be in need of specially designed instruction.

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

Multiple Criteria Indicative of Gifted Ability

In the Bellwood-Antis School District, the criteria for identification as a mentally gifted student includes an IQ of 130 or higher or an individually-administered test of intelligence, as well as a majority of the criteria outlined in the following paragraphs. The District will allow for a standard error of measurement of 5 points on the IQ tests (i.e. scores of 125 will be accepted) when *all but one* of the multiple criteria below are met. Intellectual ability is not equated with IQ score alone, but should be reflected in a range of assessments including the student's academic performance.

Prior to considering the administration of an individually-administered, comprehensive IQ test, the following data will be collected. When a majority of these data are satisfied (i.e., 3 out of 5 criteria are met for grade 1), an age-appropriate measure will be administered.

Criteria for Grades 1-2

Classroom Data

1. *Reading Assessment*: Score in the top 5% for grade on local assessment (Fontas and Pinnel Individual Reading Assessment).
2. *Math Assessment*: Score in the top 5% for grade on local math assessment (AIMSweb Math Assessments).

Characteristics of Giftedness

3. *The Gifted Rating Scale (GRS)*: This rating provides a measure of a student's demonstrated intellectual, academic, and creative abilities, according to current theories of giftedness and federal and state guidelines regarding the definition of gifted ability. The student's classroom teacher and two special area teachers will complete the GRS. Composite scores of 60 or greater are required on at least two teacher ratings.
4. *Portfolio Assessment*: A sample of the student's work will be reviewed and rated by a

team of grade level teachers, the gifted support teacher, and the school psychologist. The teachers will rate the student's work as "exceptional," "above average," or "typical" compared to same-grade peers. A rating of "exceptional" is required.

Tests of Intellectual Ability

5. *The Kaufman Brief Intelligence Test, Second Edition (KBIT-2)*: This test is an individually-administered screening of intellectual functioning. A composite score of 130 or greater is required.

Criteria for Grades 3-4

Classroom Data

1. *Reading Assessment*: Score in the top 5% for grade on local reading assessment (Fontas and Pinnel Individual Reading Assessment).
2. *Math Assessment*: Score in the top 5% for grade on local reading assessment (AIMSweb Math Assessments).

Characteristics of Giftedness

3. *The Gifted Rating Scale (GRS)*: This rating provides a measure of a student's demonstrated intellectual, academic, and creative abilities, according to current theories of giftedness and federal and state guidelines regarding the definition of gifted ability. Each of the student's classroom teachers and one special area teacher will complete the GRS. Composite scores of 60 or greater are required on at least two teachers' ratings.

4. *Portfolio Assessment*: A sample of the students work will be reviewed and rated by a team of grade level teachers, the gifted support teacher, and the school psychologist. The teachers will rate the student's work as "exceptional," "high average," or "typical" compared to same-grade peers. A rating of "exceptional" is required.

5. *Achievement Test Scores*: Scores within the *Advanced* range are required for each composite score on the PSSA.

Test of Intellectual Ability

6. *The Kaufman Brief Intelligence Test, Second Edition (KBIT-2)*: This test is an individually-administered screening of intellectual functioning. A composite score of 130 or greater is required.

Criteria for Grades 5-8

Classroom Data

1. *Grades*: Cumulative Grade Point Average (GPA) of 3.8 or higher for the current school year is required.

Characteristics of Giftedness

2. *The Gifted Rating Scale (GRS)*: This rating provides a measure of a student's demonstrated intellectual, academic, and creative abilities, according to current theories of giftedness and federal and state guidelines regarding the definition of gifted ability. Each of the student's classroom teachers will complete the GRS. Composite scores of 60 or greater are required on at least two teacher's ratings.

3. *Portfolio Assessment*: A sample of the student's work will be reviewed and rated by a

team of grade level teachers, the gifted support teacher, and the school psychologist. The teachers will rate the student's work as "exceptional," "high average," or "typical" compared to same-grade peers. A rating of "exceptional" is required.

4. *Achievement Test Scores*: Scores within the *Advanced* range are required for each composite score on the PSSA.

Test of Intellectual Ability

5. *The Kaufman Brief Intelligence Test, Second Edition (KBIT-2)*: This test is an individually-administered screening of intellectual functioning. A composite score of 130 or greater is required.

Criteria for Grades 9-12

Classroom Data

1. *Grades*: Cumulative Grade Point Average (GPA) of 3.8 or higher is required.

Characteristics of Giftedness

2. *The Gifted and Talented Evaluation Scales (GATES)*: This rating provides a measure of a student's demonstrated intellectual, academic, and creative abilities, according to federal and state guidelines regarding the definition of gifted ability. Four of the student's classroom teachers will complete the GATES. Composite scores of 120 or greater are required on at least two teacher's ratings.

3. *Achievement Test Scores*: Scores within the *Advanced* range are required for each composite score on the PSSA or Keystone Assessment.

Test of Intellectual Ability

4. *The Kaufman Brief Intelligence Test, Second Edition (KBIT-2)*: This test is an individually-administered screening of intellectual functioning. A composite score of 130 or greater is required.

Procedures For All Grade Levels

If the majority of the grade level criteria are not met, a written summary of the screening data will be provided to the student's parent or guardian, indicating that further assessment is not warranted.

If the majority of the grade level criteria *are* met, the School Psychologist will issue a *Permission to Evaluate*, an educational evaluation and subsequent Gifted Written Report (GWR) will be completed and a copy provided to the parent or guardian within 60 calendar days (excluding summer break). If the student is determined to be mentally gifted *and* in need of specially designed instruction, a meeting will be held to develop a Gifted Individualized Education Plan (GIEP) for the student.

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.

Gifted Programs

The Bellwood-Antis School District is responsible and committed to providing opportunities for students identified as "mentally gifted" to participate in acceleration or enrichment, or a combination of both, as appropriate for the individual student's needs. These opportunities

must go beyond the the regular program of instruction that the student would receive as part of a general education (22Pa. Code Section 16.41.)

The program addresses the following as described above:

- Acceleration, in which instruction is matched to the competency level of the student
- Enrichment, in which opportunities for the investigation of appropriate materials are given
- Individualization, in which instruction is matched specifically to the student's achievement, abilities, and interests

The District uses administrative and instructional strategies and techniques in the provisions of gifted education for gifted students which may also include categorical grouping of students as defined in (22 Pa. Code Section 16.41 and in the Pennsylvania Department of Education Gifted Guidelines May 2014.)

According to the PDE Gifted Guidelines and the National Research on the Gifted and Talented research supports flexible grouping for gifted students across grade levels and content areas. The research studies also indicate that ability grouping of gifted students, combining acceleration and differentiated curricula provide maximum instructional benefits. The PDE Guidelines go on to state that by grouping gifted students together when possible with other gifted students it allows for the gifted learner opportunities to broaden and deepen his/her knowledge through interaction with their intellectual peers.

When a student is identified to be "mentally gifted," a Gifted Individualized Education Plan is developed at the Gifted Individualized Education Plan meeting.

Gifted Service Delivery

The Bellwood-Antis School District follows the PA Gifted Guidelines and provides a Gifted Support Teacher to ensure that all individual student's needs are being met and the Gifted Individualized Education Plan is being implemented. The Gifted Support Teachers also provides the following gifted service delivery options and are not limited to the following:

Curriculum and Instruction Process, Product and Learning Environment

- Provide students with the freedom to choose topics to study and the methods to use in manipulating and transforming information
- Promote independent, self-directed and in-depth study
- Encourage the application of advanced research and methodological skills
- Focus on open-ended tasks
- Provide opportunities for students to develop leadership and group interactions skills
- Require that products of gifted students represent application, analysis and synthesis of knowledge

- Provide the opportunity to create products/solutions that focus on real-world issues
- Establish high-level and exemplary criteria to assess student performance and products
- Encourage self-directed learning to promote the development of independent research studies
- Encourage the pursuit of higher-level learning through the extension of classroom activities into the real world
- Provide access to resources and materials that meet the student's level of learning
- Provide space for students to simultaneously participate in a wide array of activities
- Accessibility to other learning environments and instructional groupings including the library, computer lab or the media center
- Classroom space to facilitate student/teacher/peer conferencing, open-ended discussion
- Availability of stimulating complex materials covering a wide range of levels and topics
- An empowering atmosphere that promotes a shared choice in planning and joint responsibility for learners between student and teacher

Developmental Services

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

Team-based decision making is done at all levels in determining the need for developmental services.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	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:

Team-based decision making is done at all levels in determining the need for diagnostic and intervention services.

Consultation and Coordination Services

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

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

Explanation of consultation and coordination services:

Team-based decision making is done at all levels in determining the need for consultation and coordination services.

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

As a part of the elementary level's MTSS Model, teams of teachers providing interventions to students meet with grade-level teams every five weeks to review progress monitoring and adjust interventions.

At the middle school level weekly team meetings are held and individual students' needs are discussed.

The high school uses the child study team model and meets twice a month to discuss students' needs and plan accommodations and adaptations with teachers and special education staff.

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

Coordination with child care programs include information sharing as students reach kindergarten/first grade age. We get information from child care programs about the number of students entering kindergarten and first grade. We provide kindergarten and first grade registration information to child care centers in the community. We offer

meetings to parents of incoming students if they would like to meet with the principal, school psychologist and school social worker. During registration, we begin to orient students and parents, and give incoming students and their parents a tour of the school. Students and parents are further oriented to the district through Open House, Student-Parent Orientation, and modified calendar for kindergarten students. Each year, several parents request to meet with us during registration. Finally, our director of special education, the school psychologist, and speech and language teacher meets with parents of students receiving early intervention services. Services are reviewed and a plan for evaluation developed and school entry developed.

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.

While our LEA does not operate pre-k programs, we do coordinate the transition of students in early intervention programs to our kindergarten program. The elementary principal also accepts invitations from local pre-school providers to go and meet students and parents and discuss the transition. We also provide three programs to transition and orient all kindergarten students - registration, orientation and Open House.

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.

This narrative is empty.

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.

This narrative is empty.

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.

This narrative is empty.

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.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district

	classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district

	classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of

	district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

No, we have another early warning system that we are currently utilizing.

Professional Education

Characteristics

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

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

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

Professional development committees and surveys provide input for areas of professional development for teachers. The administrative team and teachers identify areas for professional development, for example lesson study in the middle school and professional learning communities in the elementary school.

The administrative team meets regularly to identify areas of need. We have been involved in PILS, NISL, doctoral work and workshops at the IU.

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

This narrative is empty.

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:
10/25/2013 School social worker provided mandated reporter training
8/24/2018 IU08 provided mandated reporter training

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:
10/15/2015 UPMC provided suicide awareness and prevention training
The LEA plans to conduct the training on approximately:
10/24/2019 UPMC will provide suicide awareness and prevention training

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

Questions
The LEA has conducted the training on:
9/5/2018 Stranger Danger (Safer Smarter Kids)

Strategies Ensuring Fidelity

Checked answers

- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.

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 developed that support implementation of strategies identified in your action plan.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Professional development activities are related directly to district level and building level needs. Typically, professional development activities are planned and delivered by building

level administrators with the assistance of instructional coaches and teachers from within the district. Most professional development activities / initiatives involve multiple sessions that occur over a school-year or more.

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

A needs assessment will be conducted of all staff members in the school district to identify areas to be address through professional development. Additionally, the administrative team will review data and survey results to develop goals and action plans. Finally, funds have been set aside to provide high quality presentations that may involve providers from outside the school district.

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.
- Develop relationships with staff, students, parents, and community.
- Develop continuous learning ethic.

Unchecked answers

None.

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

As teachers are hired by the school district, they are assigned a mentor, and if holding an instructional I certificate, placed in the teacher induction program. All new inductees and mentors are brought to the district in August for orientation and understanding of the district's induction program. The expectations for both inductees and mentors are reviewed. Time is also given for the mentor and inductee to meet. The inductee completes a needs assessment for the mentor. They meet minimally once each week. Peer observations, reflections and meetings with the building principal are also program expectations. At the end of the school year, paper work ensuring completing of the program is submitted to the induction program coordinator as well as program evaluations.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

Unchecked answers

- Submission of inductee portfolio.

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

The Bellwood-Antis Induction Program includes several strategies to insure the continued development of the inductee including frequent review of lesson plans by the inductee's supervisor, quarterly meetings between the principal, inductee, and mentor, formal and walk-through observations by the inductee's supervisor, inclusion of inductee in professional development opportunities including the district's commitment to engagement and reading, writing, speaking and listening strategies across the curriculum, and peer observations between the inductee and mentor.

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

There was just one item not selected - inductee portfolio. Our district does not require portfolios as inductees are formally observed four times a year with additional walkthroughs before and following formal observations for the purpose of follow-up on areas identified for growth.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

The Bellwood-Antis School District reviews the district's induction plan annually. Using feedback from inductees and mentors, the program is under continuous review and revision. School principals are the supervisors of the inductees and mentors. Principals make the selection of mentors, who are then board approved. Principals insure the mentors have the needed skills and that the inductee/mentor schedules are compatible. Prior to the start of each year, or at the time of hire (if mid-year) the district's Induction Program Coordinator conducts an orientation with new inductees and their mentors.

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

All characteristics were selected.

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

If necessary, provide further explanation.

The Bellwood-Antis School District has a written induction program. Part of the program and resources given to the inductee and mentor is a checklist of topics for discussion and / or training. Professional development is also provided throughout the first year, in addition to the professional development for all teachers.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Bellwood-Antis Induction Program consists of an evaluation by each inductee and mentor. The evaluations are reviewed by the administrative team in June, and the program is revised accordingly.

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: **178**

Identification Method

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

The Bellwood-Antis School District uses the Severe Discrepancy between Intellectual Ability and Achievement option for identifying students with a Specific Learning Disability. Within this process, a cross-battery approach to assessment is utilized to identify a pattern of strengths and weaknesses relative to cognitive functioning and academic achievement. The dual discrepancy consistency model is used to analyze data obtained through standardized assessments. These results are considered within the context of a comprehensive evaluation, including data documentation of assessments of achievement at reasonable intervals and reflecting student progress during instruction. The evaluation must also address whether the student has been provided adequate instruction in reading or math. Next, it is determined if there is a discrepancy that is not primarily due to any of the following: intellectual disability, emotional disturbance, cultural factors, limited English proficiency, vision and/or hearing impairment. Input from teachers is included and a classroom observation(s) is conducted. Parent input is also included. The scope of the evaluation is comprehensive enough to determine if the child meets the eligibility criteria for any of the physical or mental disabilities as defined in Chapter 14 of the PA School Code and whether that student needs specially designed instruction.

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>

The Bellwood-Antis School District compares very well with the state average across the board with students identified as having a disability in all areas. There is variation from the state average in the areas of Emotional Disturbance, Other Health Impairment and Speech and Language Disability categories with Bellwood-Antis being slightly higher than the state average.

We have had a significant decrease in the percentage of students identified within the category of Speech and Language although we are still above the state average but much more closely aligned than in the past. Our speech pathologists have increased their consultation time with regular education teachers to provide them with activities and strategies to assist students within the regular education setting. Our pathologists are also providing information to parents to assist them with activities that can be completed at home so that speech and language improves within conversational speech.

After investigation and review of data, the increase in students identified within the areas of Emotional Disturbance and Other Health Impairment Disability categories can be attributed to an increase in mental health and medical diagnoses being brought to the district. We are a small district and minor changes in numbers have a greater impact on percentages.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1. With regards to Section 1306 of the Public School Code, the Bellwood-Antis School District does not have any identified facilities naming the district as a host. If we were a host district, we would work with IU 08 staff and staff from the facility to promote and offer opportunities for education and inclusion within Bellwood-Antis School Programs.

2. With regards to Section 1306 of the Public School Code, the Bellwood-Antis School District is not a host entity. If we were a host district, we would have our Special Education Director or designated special education personnel meet with educational staff from the facilities to make sure that all special education paperwork followed IDEA requirements and updates were scheduled as needed. We would also discuss educating students in the LRE and how the facility could promote more inclusion throughout the community and

within the school district. We would work with IU 08 to promote inclusion within our public school system whenever possible for classes and activities.

3. No problems or barriers exist due to not having any identifiable facilities or students under the provision of Section 1306. If there were a facility, we would have Special Education Staff work with the facility and districts of residency to ensure that all paperwork is completed on a timely basis and that IEPs are being implemented for each student. We would not foresee any barriers.

Incarcerated Students Oversight

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

There are currently no facilities for incarcerated youth in the Bellwood-Antis School District. If a facility should be opened in the District, the procedures would include speaking to officials weekly to check rosters for student who potentially qualify for educational services. We would coordinate the course of study for students. Based on their screening results the district would conduct an evaluation, when appropriate, in accordance with Chapter 14 and IDEA regulations. We would follow all procedures for identified students and ensure that their individual education plans are written and implemented. Data would be reviewed and collected from the students, teachers, parents and our district representatives to determine appropriate programs/services to meet the student's individual needs. We would then monitor the progress of our students who are incarcerated including direct contact with students and caseworkers through our guidance counselors, school psychologist, and transition coordinator. The district would also meet regularly with juvenile probation to discuss the transition and educational services for each student with special needs.

Should we have students who are incarcerated in facilities outside of our district, we would work with the Local Education Agency and the Intermediate Unit for the coordination of services to ensure that educational records are transferred promptly; questions are answered regarding current education placement, progress towards annual goals and information on related services is provided. We would work with the facility regarding the student's return to the district if applicable. We would also request educational records from the LEA and IU to keep updated on the student's progress. We would participate in meetings or updates regarding the student 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. The Bellwood-Antis School District provides opportunities for the inclusion of ALL students with disabilities (K-12), and for ALL students with disabilities to participate in non-academic and extra-curricular activities. The school district will continue to provide a full continuum of services from the itinerant level to the full-time level. In the past 3 years, Bellwood-Antis School District has opened 2 additional special education classrooms and additional staff has also been added to support students with special needs and enhance the continuum of services offered within our school buildings. Our district is striving to provide students access to the general education curriculum in the least restrictive environment. The IEP team always considers the least restrictive environment for students first. The district works closely with our intermediate unit and neighboring districts in providing students with additional resources and access to programs. The school district also provides various school-wide services for at-risk students as well. These include, but are not limited to the following: Student Assistance Programs, guidance services, psychological services, agency provided mental health services within the school, and Response to Instruction and Intervention services.

The Bellwood-Antis School District Psychologist conducts student evaluations. Upon evaluation completion, eligibility is determined under one of the specified disability categories outlined in IDEA. A determination is made regarding the need for an Individualized Education Plan following the two-prong test, whether the child qualifies as a student with a disability and whether they need specially designed instruction in order to make meaningful progress in school programs. If an Individualized Education Plan (IEP) is deemed necessary, then a team meeting is held at a convenient time for the parents/guardians. The team approaches student placement with the understanding that each student will be placed in the least restrictive environment, always considering general education with supplementary aids and services first before considering environments that are more restrictive. The Bellwood-Antis School District views any placement outside the general education setting as more restrictive, but provides the intensive support necessary for the student to make educational progress, as deemed by the IEP team. An IEP team ultimately determines the least restrictive environment. Regardless of where the placement on the continuum of services is deemed appropriate, any level may be the LRE based on the

student's needs.

Supplementary Aids and Services are available to all students who need them, are designed to provide meaningful educational benefit, and are provided in a manner that avoids stigmatizing students. When discussing Supplementary Aids and Services, four areas are examined: collaborative, instructional, physical, and social-behavioral. Collaboratively, adults work together to support students through co-planning, team meetings, co-teaching, Para educator support, coaching for staff members, and professional development.

Additionally, parental collaboration is highly valued and utilized within the Bellwood-Antis School District. Instructionally, educators and support staff in the district are trained in the development and delivery of instruction that addresses diverse learning needs. This includes, but is not limited to, provision of modified curricular goals, alternate ways for students to demonstrate learning, test modifications, alternate materials and/or assistive technology, instruction on functional skills, changing methods of presentation, using reader services, research based-supplementary materials, and instructional adaptations.

Principals, School Psychologist, and the Special Education Director work with all staff throughout the year to ensure that instructional supplementary aids and services are available for all students. The district has gone one to one with iPad for all students. This provides an opportunity to individualize instruction and instructional materials for increased differentiation and meeting diverse student learning needs. Adaptations and modifications to the physical environment are made when necessary for students to access the school environment. This includes furniture arrangement, seating arrangements, individualized desks, chairs, adaptive equipment, adjustments to sensory input, environmental aids, and structural aids. The district works with local police and fire departments to provide a safe environment for all students. The Bellwood-Antis School District consistently strives to provide supports and services to increase appropriate behavior and reduce disruptive or interfering behavior in school settings. This occurs through social skills instruction, counseling supports, peer supports, Positive Behavior Support Plans, modifications of rules and expectations, cooperative learning strategies and education of all staff in behavioral interventions, in particular, de-escalation techniques.

BASD has and will continue to provide training to inform staff about the effects of poverty on students and their academic achievement and behaviors.

RtII was implemented at the Elementary Level for the past 13 years. This multi-tiered system of support was implemented to foster student success and meet the needs of all children throughout the learning process. Last year the Elementary School had a team of individuals that went through the MTSS Series through IU 08 to trouble shoot and refine our existing model. This process allows for teaching teams to analyze data and make informed decisions regarding interventions and student performance. We will be monitoring student progress through this initiative and will continue to analyze data and address student needs moving forward.

We work closely with our intermediate unit. BASD staff provides much of the training for staff. We are currently planning to address writing goals and objectives for IEPs and using a functional behavior assessment to write positive behavior support plans. Classroom management plans and individual positive behavior support plans are utilized to support

students so they can remain within the regular education environment. The Bellwood-Antis School District works with behavioral health agencies to provide for the maximum integration of students with behavioral disabilities into the regular education environment. Students at BASD are removed from the regular education environment only after multiple approaches and interagency efforts have demonstrated that the student is not meeting educational success within the regular education environment. Meetings are held frequently to determine the student's return to the regular education environment.

2. Within the general education environment, the Bellwood-Antis School District uses a variety of evidence-based instructional methods. Long-term professional development plans are established to introduce and reinforce best instructional practices and to expand teachers' repertoire of effective instructional strategies. Teachers are expected to differentiate instruction and to provide accommodations and adaptations, as needed, to support student success. The Core Curriculum uses a balanced literacy approach with shared reading, guided reading, independent reading, Foundations (word study program), writing workshop and reading workshop, Math in Focus and mastering math facts. Tier 2/3 interventions include LLI, fluency strategies, phonics instruction, repeated readings, and number sense activities. Student progress toward the attainment of grade-level curricular/course expectations is closely monitored through universal screenings that take place multiple times per school year. These include Aimsweb, Fountas and Pinnell Individual Reading Assessment (FoPi), WADE, progress monitoring for tier 2/3 and progress monitoring of IEP goals. Within the elementary school, teacher teams meet routinely to analyze student progress to flexibly group students in order provide all learners with small-groups for instruction at their level. The frequency and length of the small-group lessons vary, with the greatest amount of time (i.e., daily 30-60 minute lessons) being provided to students with the most intensive needs. Title I teachers and aides are utilized to provide support for at-risk students. At all levels, Instructional Teams meet, as needed, to discuss students whose progress is of concern. Individual student support plans are established and monitored to assess student progress toward performance targets. At-risk and special education students are supported in the general education environment with a variety of supplemental programs and services, as student needs warrant. Programs may include the following: Wilson Reading, Reading Mastery, Corrective Reading, Math, Spelling, and English, Language for Learning, for Writing and for Thinking, and Handwriting without Tears. Students who require supplemental aids and supports within the general education setting may utilize the following: nurses, personal care aide, hearing support, occupational therapy, physical therapy, speech and language support, assistive technology, picture schedule, positive behavior support plan (PBSP), counseling services, etc. The IEP teams for students with complex needs have utilized the Supplementary Aids and Services Consideration Toolkit (SaS - PaTTAN) to determine appropriate specially designed instruction to ensure seamless integration. Bellwood-Antis School District provides a full spectrum of instructional supports to the students included in the general education setting. Within Special Education, students' needs are met in a variety of ways including: itinerant

services and co-taught classes. Bellwood-Antis School District has sent staff to training for the PaTTAN Autism Initiative in Applied Behavioral Analysis. Teachers and Special Education Assistants have attended 3 day Boot Camps, led by PaTTAN Consultants, working within the Autism Initiative. Errorless Teaching, Reinforcement Schedules, and Behavior Analysis have been topics covered at these trainings.

The Bellwood-Antis School District is currently working toward providing School Wide Positive Behavior Support in all building. There is a program currently in place at the Elementary School. The Middle School is in the process of developing a School Wide Positive Behavior Support Program for their building with the High School to follow. With an increase in positive student behavior, the district hopes to see an increase in student achievement and in school attendance numbers. District teams are currently involved in training under the supervision of Intermediate Unit # 8 educational consultants. In collaboration with outside agencies, additional mental health counseling is being provided on-site for students qualifying for services through the Student Assistance Program (SAP) referral process.

The Bellwood-Antis School District provides Itinerant, Supplemental and Full-Time Autistic Support, Emotional Support, Life Skills Support, and Multiple Disabilities Programs for students who qualify. Within these settings, the district offers assistive technology, applied behavior analysis (ABA) training, physical therapy, occupational therapy, speech and language support, hearing support, and vision support. Evidence-based educational programs are used within these programs, such as Wilson Reading; Reading Mastery; Corrective Reading, Math, Spelling, and English; Language for Learning, Writing, and Thinking; Handwriting without Tears, Edmark, Touch Math and the Unique Curriculum. Students have the opportunity to experience the general education curriculum in Art, Music, Physical Education, and Library classes with same-age peers. The IEP team continually reviews the student progress in these programs to facilitate further inclusion within the general education program.

The Bellwood-Antis School District is currently offering varied programs in alternative education settings for at-risk, Special Education Students. These programs include the following; Modified Day as determined necessary by the IEP team, participation in district cyber school, Instruction in the Home, and Instruction at an Alternate Site. Within these programs, highly qualified teachers provide general education instruction. Collaboration between regular education and special education teachers is built into the daily instructional repertoire for effective delivery of instruction. For some students requiring mental health counseling, services are provided through a school counselor and mental health agency counselors. Additionally, alternative settings provide opportunities for students to participate in transition programs involving work related skills through community service and work experiences.

3. Educational placement - LRE (indicator 5)

Data related to LRE is derived from students' IEPs. The percentage of students assigned to each of the three settings must be reported. These are: percentage of children with IEPs aged 6 through 21 who are: (a) inside the regular class 80% or more of the day; (b) inside the regular class less than 40% of the day; (c) served in separate schools, residential facilities, or homebound/ hospital placements.

Numbers taken from the Special Education Data Report for School Year 2016-2017 indicate the following:

	<u>Educational Environments</u>	BASD	State
62.4%	SE Inside Regular Class 80% or more	64.3%	
9.0%	SE Inside Regular Class <40%	-----%	
4.9%	SE in Other Settings	-----%	

These numbers indicate that we are above the State average in SE Inside of the Regular Class 80% or more. Additionally, we are below the State average in SEA Inside Regular Class <40%. We are below the State percentage for student placed in Other Settings. Thus, we are great in the first and last categories, but want to continue to improve in the middle column. Our District continually strives to educate students within our own District programs and in the Least Restrictive Environment for individual students.

The following lists outside placements that the District is currently utilizing.

Facility	# of Students
Adelphoi/Secondary School	3
Adelphoi/ Elementary School	0
Extended Family Programs	2
NHS Autism School	0

Students unable to experience success within the school setting are referred for a reevaluation to collect additional data that can be used in developing a plan for that student. The IEP team meets with concerns and discusses options and interventions that may or may not have been tried. The IEP team will ultimately make the decision on the appropriate placement of the student. Consideration and decision on change in placement will only occur after multiple attempts have been made to support the student within our school building.

The district has met the Pennsylvania Department of Education State Performance Plan because the majority of our students identified with special needs are inside the regular education environment more than 80% of the school day. The state average is 62.4%. We

are currently at 64.3%. We have started co-teaching at the secondary level and we believe this will affect our percentage of special education students inside the regular classroom numbers in the upcoming years. We are expecting further growth in this area. We take pride in providing students with the least restrictive environment and access to the general education curriculum.

Our district uses an extensive list of supplementary aides and services.

- Every student in the district has an iPad, providing increased opportunities to address individual learning needs of our students.
- Students with need have access to speech to text and text to speech on their iPad and/or a computer/ laptop, enlarged print books and assistive technology
- Adaptive equipment, sound enhancement systems and preferential seating (near teacher or speaker, near board and/or near peer role model)
- Students who need assistance for written work have computer access if needed/ may use their iPad
- Graphic organizers or visual prompts are considered
- The use of manipulatives are considered for math
- Scientifically researched based resources are used to assist students
- Provides students with an environment with fewer distractions if needed to complete tasks
- Students may use their iPad for additional practice and repetition of skills and/or to support the development of organizational skills

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.

The Bellwood-Antis School District promotes behavioral support services that focus on the use of positive behavior supports in order for students with disabilities to benefit from a free and appropriate public education (FAPE) program. Techniques are shared with district personnel that promote modifying the background influences of behavior, teaching socially appropriate alternative skills, and reducing problematic behavior. The district personnel

will utilize a least to most invasive hierarchy.

Positive Behavior Support Plans (PBSPs) are developed for students based on Functional Behavior Assessments (FBAs) when behaviors are an issue. The School Psychologist attended an intensive training in October of 2017, on development of FBAs and PBSPs. The development of these plans are in accordance with guidelines developed by the Pennsylvania Department of Education. Positive, rather than negative measures shall form the basis of the individualized behavioral program for each student in need of this programming. Aversive techniques, restraints, or discipline procedures will not be utilized in an educational program for staff convenience or for punishment. Restraints are only used when a student is endangering him/herself or others around him/her. Only staff trained in Non-violent Crisis Intervention should be attempting restraints. The District has had staff participate in the initial 2 day blended training and the 1/2 day refresher courses dealing with Non-violent Crisis Intervention with a focus on de-escalation. IU 08 Educational Consultants have conducted these trainings. The use of physical restraint, when implemented, will be documented as a part of the student's crisis plan or Positive Behavioral Support Plan (PBSP) and reported on the State Restraint Reporting Site. The following aversive techniques WILL NOT be utilized by any Bellwood-Antis School District personnel: corporal punishment, punishment for a manifestation of student's disability, locked rooms, noxious substances, deprivation of basic human rights, suspensions constituting a pattern, or treatment of demeaning nature.

The Bellwood-Antis School District works consistently with local Mental Health Agencies to provide School-Based Behavioral Health Services through various agencies. Therapeutic Support Staff and Behavioral Health Specialists are welcome in schools to work with students and staff to benefit students. Counseling sessions are also conducted within our school environment through outside agency staff.

The district supports the mission to have employees trained in de-escalation techniques and/or be certified in crisis prevention intervention. Crisis intervention teams have been identified and are called upon when a student is in need of behavioral support and crisis intervention. We also contract for services for school based behavioral support from UPMC Behavioral Health. They provide us with two counselors to assist students. We also work with Altoona Home Nursing Agency and they provide a counselor to us to assist students. Blair County Drug and Alcohol provides counseling services to our students. We work closely with Blair County Juvenile Probation as well. BASD has a guidance counselor at each school building to provide services to students. Our special education director and building principals work with agencies to coordinate services for our students on a daily basis.

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.

The Bellwood-Antis School District ensures free and appropriate education (FAPE) to all district students. The Bellwood-Antis School District has not experienced any difficulty ensuring FAPE for an individual student. In the past 3 years, we have added two additional classrooms and additional teachers to address the needs of our student population. We have also added several special education aides to ensure integration opportunities throughout the school day. BASD also utilizes IU 08 programs to provide FAPE for some of our students. However if the district would experience difficulties ensuring FAPE, the following procedure would be implemented:

- Upon determination of student eligibility for special education services Bellwood-Antis School District offers a full continuum of placement options. These are some of the options below, beginning with the general education environment to other outside placement options.
 - The continuum of placement for students found to be eligible for special education services begins in the general education classroom with supplementary aids and services or no supportive services. At this level and all subsequent levels, students may be referred to the Student Assistance Team or Child Study Team for further supports.
 - The next level of support involves placement in the general education classroom with itinerant specialist assistance for less than 20% of the school day. Classes are offered at many levels involving strategies of Co-teaching and/or Differentiation to assist students. Other classes allow students access to an Education Support Professional for assistance in classes. Additionally, Therapeutic Support Services may be provided by outside agencies for student support at all levels of intervention.
 - Supplemental special education services for more than 20% up to 80% of the school day are provided to students requiring this level of support to be successful in the school environment. Students are in general education classes with supports for as much of the school day as possible. Modifications and Adaptations are considered before a move is made to a higher level of services along with a Re-evaluation. A move is not made unless multiple strategies have been implemented with fidelity.
 - Full- time special education services are provided with inclusion in some general education settings such as lunchtime, recess time, and/or itinerant classes in music, art, or physical education at all levels, elementary and secondary.
 - For some students a specific period of time may require a placement in a one-on-one teaching setting at the full time level of support with inclusion in regular

education curriculum as decided upon by the IEP team. The goal of this placement is to re-integrate students into the inclusion program with same age peers and supports designed to ensure student success.

- There are outside placement options, too. Some placement options in our region include Adelphoi Village Day Treatment Facility/ School, Extended Family Academy, and Northwestern Human Services Autism School.
- As student behaviors and progress warrant more intensive services, the IEP team then searches for community resources that may include CASSP referrals (Child and Adolescent Service System Program). As a result of this community resource meeting, further options are provided with regard to placement in therapeutic foster homes, residential treatment facilities, or approved private schools. Other community resources to be considered include juvenile probation and Children and Youth Services.

The Bellwood-Antis School District provides ongoing training, collaboration, and consultation to administrators, instructors, support staff, and parents, as needed, to address student needs.

The Bellwood-Antis School District will continue to collaborate with the Intermediate Unit 08 to implement appropriate programs and services for students with more intensive special needs. During the life of this plan, the district will continue to consider the expansion of its continuum of services as determined by student need.

Strengths and Highlights

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

The Bellwood-Antis School District is a small school district in rural Pennsylvania. We have one elementary school (grades K-4), one Middle School (grades 5-8) and one high school ((9-12). The school district provides a continuum of services for special education and gifted students.

These are the following strengths and highlights of the Bellwood-Antis School District's special education programs:

#1: Full-Continuum of Services:

The Bellwood-Antis School District takes advantage of inclusionary practices with special education students by providing supplementary aids and services as defined in students' IEPs. The district emphasizes the practice of the least restrictive environment when determining placement decision. We have recently added additional teachers and classrooms to address the needs of our students within our school buildings. Our team of dedicated professionals and staff work to provide instructional support interventions and

supplementary aids and services. Each student's individual goals are monitored to determine progress. We begin at the elementary school using a variety of methods to monitor progress of students. We utilize AIMSWeb as a progress-monitoring tool and benchmark all students in reading at the elementary school level and at the middle school level for our students with individualized education plans. This has provided teachers with information that has allowed us to intervene early for students who are at-risk, failing, and/or in need of a different intervention. The Bellwood-Antis School District has recently gone one-to-one with I pads for every student in the district. This provides for great flexibility and increased differentiation in meeting the needs of our students.

#2: School Psychology and Guidance Department:

The Bellwood-Antis School District continues to utilize the MTSS process and Child Study Team process in grades K-12. The School District employs one school psychologist and three guidance counselors (one in each building) to provide support and expertise while increasing services such as psychological counseling and student evaluations.

#3: Transition:

Bellwood-Antis School District is participating in training regarding Indicator 13. Bellwood-Antis School District utilizes the secondary special education teaching staff to function as Transition Coordinators. An Office of Vocational Rehabilitation (OVR) counselor works closely with the secondary special education teachers providing the transition planning to assist with addressing the needs of students as they near or reach graduation. The secondary special education teachers are utilizing the Pa Future Ready Index and the Planning for the Future Checklist to ensure our students are provided with many different opportunities to gain experiences in the real world in preparing for their post-secondary future. BASD is developing a sequential map for transition establishing a progression of learning opportunities appropriate for students at different ages and /or grade levels. An example of a secondary transition opportunity would be to arrange student visits to Hiram G. Andrews, the Transition Expo, sheltered workshops, and day programs for students and parents as appropriate. The Life Skills students may participate in work assessments through the SKILLS workshop in order to plan for the future. As needed, the school psychologist performs additional assessments to help students receive accommodations on standardized tests such as the SATs or certification exams such as the Cosmetology Boards.

#4: Parent Involvement:

The Bellwood-Antis School District Special Education Department will provide two Parent Meetings throughout the school year. Training will be provided to parents at each meeting on topics requested by them. Parents will be surveyed to determine interest in training

topics such as Dyslexia, Sensory Integration, Executive Functioning, and Transition Services.

A portion of the meeting will be designated for parent input and concerns. Parents will be given the opportunity to ask questions and express concerns regarding their son or daughter's programs. Representatives of the BASD Special Education Department attend the Local Task Force Meetings at IU 08 to keep abreast of parent concerns throughout the county. Parent attendance at IEP meetings is encouraged by staff. Written and verbal input is requested of parents to help develop appropriate IEPs.

#5: Special Education Aides:

The Bellwood-Antis School District employs special education aides to support students within the least restrictive environments. These special education aides will meet the highly qualified status. They must have all the necessary training to meet the needs of their students. Training topics for staff include CPR and First Aid certification, Behavioral Interventions, and Autism. Ratings by teachers are utilized to determine that all staff members have the necessary skills to meet the needs of students. The District will ensure that all staff become highly qualified and training will focus on the Credentials of Competency Standards set by the State Department of Education. The Special Education Aides are a true asset to the success of students. The District will continue to provide training in Non-Violent Crisis Intervention during the summer of 2018.

#6: Autism Initiative Classrooms:

The District has expanded the services provided to students diagnosed with Autism. The programs have grown to include all grade levels. Moreover, BASD has participated in the Autism Initiative Project through the Pennsylvania Training and Technical Institute. This program has proven to be very effective in meeting the needs of our students. It provides an effective means of structuring the student day and eliciting improved communication concepts. Bellwood-Antis School District is very dedicated to providing the most beneficial special education services to all students within their buildings. We recently added additional classrooms, teachers and several aides to meet the needs of our students and provide them with opportunities for inclusion, when appropriate, throughout their school day.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Extended Family Academy	Other	Emotional Support, Learning Support and/or Autistic Support	2
Adelphoi Education in Altoona	Approved Private Schools	Emotional Support, Learning Support	3
Hollidaysburg Area School District	Neighboring School Districts	Multiple Disabilities Support	2
Bellwood-Antis School District	Instruction in the Home	Multiple Disabilities Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: March 31, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	4	0.17
Justification: Students are not provided services at the same time so they are not outside the age range.				
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	6	0.45
Justification: Students are not provided services at the same time so they are not outside the age range.				
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 11	1	0.08
Locations:				

Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		
-------------------------	-------------------------------	-------------------------------------------------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 11	1	0.17
Justification: Students are not provided services at the same time so they are not outside the age range,				
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 11	1	0.13
Justification: Students are not provided services at the same time so they are not outside the age range.				
Locations:				
Myers Elementary School	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 22, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 15	7	0.23
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 15	4	0.4
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
Bellwood Middle School LC	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 15	3	0.12
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 15	1	0.25
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	0.5
Locations:				
Myers Elementary School MS	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	8 to 11	7	0.5
Locations:				
Myers Elementary School MS	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 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 12	6	0.75
Justification: Students are provided with individual instruction and need a smaller, more structured setting. Parents have agreed to the age variance.				
Locations:				
Myers Elementary School TB	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 12	3	0.2
Justification: Students have individualized programs and receive there services individually. Parents have agreed to the age variance.				
Locations:				
Myers Elementary School T.B.	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%)	Life Skills Support	5 to 12	1	0.05
Justification: Students are receiving individualized instruction in a smaller more structured setting to meet their needs. Parents have agreed to the age variance.				
Locations:				
Myers Elementary School TB	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 15	2	0.14
Justification: Although the ages of the students appear to be outside of the age range, not all students are provided services at the same time. Therefore students are provided services within their age range.				
Locations:				
Middle School ME	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	10 to 15	12	0.6
Justification: Although the ages of the students appear to be outside of the age range, the students are not provided services at the same time therefore students are provided services within their age range.				
Locations:				
Middle School ME	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	10 to 15	1	0.1
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore students are not outside of their age range				
Locations:				
Middle School ME	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 15	1	0.1
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore they are not outside of their age range				
Locations:				
Middle School ME	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Emotional Support	10 to 15	1	0.06
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore they are not outside of their age range				
Locations:				
Middle School ME	A Middle 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: March 31, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.27
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
High School SP	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	9	0.5
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore they are not outside of their age range				
Locations:				
High School SP	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	14 to 18	1	0.13
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range.				
Locations:				
High School SP	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	Emotional Support	14 to 18	2	0.1
Locations:				
High School SP	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.25
Locations:				
High School BS	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	2	0.18
Locations:				
High School BS	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	14 to 18	2	0.25
Locations:				
High School BS	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	Emotional Support	14 to 18	7	0.15
Locations:				
High School BS	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	Autistic Support	14 to 18	2	0.17
Locations:				
High School BS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	14 to 21	1	0.02
Justification: Although students appear to be outside the age range, students are not provided services at the same time and therefore they are not outside the age range. Each student is provided with individual instruction based on their needs and IEP goals.				
Locations:				
Hollidaysburg Junior High School CG	A Junior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	23	0.64
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore they are not outside of their age range				
Locations:				
Myers Elementary School EC and JS	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	10 to 14	5	0.13
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore they are not outside of their age range. The additional .10 FTE for this position is for coaching, which are not direct services for the students.				
Locations:				
Middle School EC and JS	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	15 to 18	2	0.13
Locations:				
High School EC and JS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 31, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	1	0.08
Justification: Although it appears that students are outside of their age range, students are not provided services at the same time therefore they are not outside of their age range				
Locations:				
Myers Elementary School JK	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	11 to 13	2	0.17
Locations:				
Bellwood Middle	A Middle School	A building in which General Education		

School	Building	programs are operated		
--------	----------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	4	0.08
Locations:				
Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	7	0.16
Locations:				
Myers Elementary School	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: ClassandPosition

Implementation Date: August 29, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	1	0.25
Locations:				
Middle School/High School S.C.	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 19	2	0.25
Locations:				
Middle School/High School S.C.	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%)	Multiple Disabilities Support	15 to 19	1	0.12
Locations:				
Middle School/High School S.C.	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 17	1	0.37
Locations:				
Middle School/High School S.C.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	2	0.2
Locations:				
Elementary School A.W.	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	7 to 10	8	0.3
Locations:				
Elementary School A.W.	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	7 to 10	1	0.2
Locations:				
Elementary School A.S.	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	7 to 10	6	0.3
Locations:				
Elementary School A.W.	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: Class

Implementation Date: August 25, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	7	0.3
Locations:				
Middle School H.S.	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 15	2	0.3
Locations:				
Middle School H.E.	A Middle School	A building in which General		

	Building	Education programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	4	0.2
Locations:				
Middle School H.E.	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 15	2	0.2
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Explain any unchecked boxes for facilities questions: This is an itinerant teacher provided by the IU to provide support to individual students or in a small group in various locations within the building.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 14	2	0.04
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: Itinerant vision support provided individually to a student.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.02
Locations:				
Middle School	A Middle School Building	A building in which General Education		

		programs are operated		
--	--	-----------------------	--	--

Program Position #16 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: Speech support provided to a student that participates in an IU program that is hosted at another district.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	14 to 21	1	0.02
Justification: Although students appear to be outside the age range, students are not provided serves at the same time and therefore they are not outside the age range.				
Locations:				
HASD High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Explain any unchecked boxes for facilities questions: Speech support can be provided within the classroom or in a designated classroom for speech services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	40	0.65
Justification: Students are not provided services at the same time so therefore they are not outside the age range. The additional .35 FTE for this position is for coaching which is not a direct services for students.				
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	4	0.75

Locations:				
Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	1	0.25
Locations:				
Bellwood Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Myers Elementary School	1
School Psychologist	Myers Elementary School	1
Special Education Paraprofessionals Classroom Aides	Multiple Buildings	11
Special Education Transportation Aide	Multiple Buildings	0.25

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	3 Days
Occupational Therapist	Intermediate Unit	3 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Our District needs to develop systemic thinking in K-12 curriculum and instruction alignment.

District Accomplishments

Accomplishment #1:

The Bellwood-Antis School District Foundation, made up of district board members, employees, community business owners, and community business leaders, develops and promotes financial support for activities, ideas, and projects that are of value and importance to the contributors. The Foundation is committed to the students and community of Bellwood-Antis.

Accomplishment #2:

The Bellwood-Antis high school newspaper went digital in 2014. Renamed the B-A BluePrint, the paper publishes stories of events, activities, and accomplishments of students and staff throughout the district.

Accomplishment #3:

Teachers in the Bellwood-Antis School District are delivering STEM projects through the efforts of ASSIST, a program through Pennsylvania State University to provide nano technology education to middle school students.

Accomplishment #4:

The district opened a Media Center at the middle/high school level in August 2016.

Accomplishment #5:

The district opened three makerspaces since August 2016 - two in the elementary school and one at the middle/high school level.

Accomplishment #6:

The BASD launched a 1:1 iPad initiative in Grades K-12 in October 2016.

District Concerns

Concern #1:

PVAAS data has shown inconsistent growth scores in reading, math, and science at all grade levels.

Concern #2:

Historically the percentage of proficient students in ELA, math and science on the PSSA and Keystone exams is inconsistent from year to year.

Concern #3:

The district administrators need to plan and work systemically so there is kindergarten through twelfth grade continuity in instruction and programs. More specifically, student support services need developed with a kindergarten through twelfth grade focus for students' academic, emotional, physical, and behavioral needs.

Concern #4:

There are a marginal number of students throughout the district who do not achieve at the advanced or proficient level on tested subjects.

Concern #5:

The amount of data that needs entered, organized, and accessed places a significant strain on current district resources.

Concern #6:

Teachers do not have enough time to collaborate with each other and administrators on issues such as special education, student interventions, K-12 curriculum development, and comprehensive planning.

Concern #7:

Scheduling is challenging, particularly because of the staff shared in multiple buildings that limits the flexibility needed to implement things such as a school-wide intervention/enrichment period.

Concern #8:

Increase system-wide teachers' use of current teaching methodologies and instructional strategies that focus on student engagement and are designed to respond to the unique learning needs of every student and ensure his/her success.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

PVAAS data has shown inconsistent growth scores in reading, math, and science at all grade levels.

The district administrators need to plan and work systemically so there is kindergarten through twelfth grade continuity in instruction and programs. More specifically, student support services need developed with a kindergarten through twelfth grade focus for students' academic, emotional, physical, and behavioral needs.

There are a marginal number of students throughout the district who do not achieve at the advanced or proficient level on tested subjects.

The amount of data that needs entered, organized, and accessed places a significant strain on current district resources.

Teachers do not have enough time to collaborate with each other and administrators on issues such as special education, student interventions, K-12 curriculum development, and comprehensive planning.

Scheduling is challenging, particularly because of the staff shared in multiple buildings that limits the flexibility needed to implement things such as a school-wide intervention/enrichment period.

Increase system-wide teachers' use of current teaching methodologies and instructional strategies that focus on student engagement and are designed to respond to the unique learning needs of every student and ensure his/her success.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

PVAAS data has shown inconsistent growth scores in reading, math, and science at all grade levels.

The district administrators need to plan and work systemically so there is kindergarten through twelfth grade continuity in instruction and programs. More specifically, student support services need developed with a kindergarten through twelfth grade focus for students' academic, emotional, physical, and behavioral needs.

There are a marginal number of students throughout the district who do not achieve at the advanced or proficient level on tested subjects.

The amount of data that needs entered, organized, and accessed places a significant strain on current district resources.

Teachers do not have enough time to collaborate with each other and administrators on issues such as special education, student interventions, K-12 curriculum development, and comprehensive planning.

Scheduling is challenging, particularly because of the staff shared in multiple buildings that limits the flexibility needed to implement things such as a school-wide intervention/enrichment period.

Increase system-wide teachers' use of current teaching methodologies and instructional strategies that focus on student engagement and are designed to respond to the unique learning needs of every student and ensure his/her success.

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

Aligned Concerns:

The amount of data that needs entered, organized, and accessed places a significant strain on current district resources.

Teachers do not have enough time to collaborate with each other and administrators on issues such as special education, student interventions, K-12 curriculum development, and comprehensive planning.

Scheduling is challenging, particularly because of the staff shared in multiple buildings that limits the flexibility needed to implement things such as a school-wide intervention/enrichment period.

Systemic Challenge #4 (*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:

Historically the percentage of proficient students in ELA, math and science on the PSSA and Keystone exams is inconsistent from year to year.

The district administrators need to plan and work systemically so there is kindergarten through twelfth grade continuity in instruction and programs. More specifically, student support services need developed with a kindergarten through twelfth grade focus for students' academic, emotional, physical, and behavioral needs.

There are a marginal number of students throughout the district who do not achieve at the advanced or proficient level on tested subjects.

The amount of data that needs entered, organized, and accessed places a significant strain on current district resources.

Teachers do not have enough time to collaborate with each other and administrators on issues such as special education, student interventions, K-12 curriculum development, and comprehensive planning.

Scheduling is challenging, particularly because of the staff shared in multiple buildings that limits the flexibility needed to implement things such as a school-wide intervention/enrichment period.

Increase system-wide teachers' use of current teaching methodologies and instructional strategies that focus on student engagement and are designed to respond to the unique learning needs of every student and ensure his/her success.

Systemic Challenge #5 (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

The district administrators need to plan and work systemically so there is kindergarten through twelfth grade continuity in instruction and programs. More specifically, student support services need developed with a kindergarten through twelfth grade focus for students' academic, emotional, physical, and behavioral needs.

There are a marginal number of students throughout the district who do not achieve at the advanced or proficient level on tested subjects.

Teachers do not have enough time to collaborate with each other and administrators on issues such as special education, student interventions, K-12 curriculum development, and comprehensive planning.

Scheduling is challenging, particularly because of the staff shared in multiple buildings that limits the flexibility needed to implement things such as a school-wide intervention/enrichment period.

Increase system-wide teachers' use of current teaching methodologies and instructional strategies that focus on student engagement and are designed to respond to the unique learning needs of every student and ensure his/her success.

Systemic Challenge #6 (*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:

The amount of data that needs entered, organized, and accessed places a significant strain on current district resources.

Systemic Challenge #7 (*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:

The district administrators need to plan and work systemically so there is kindergarten through twelfth grade continuity in instruction and programs. More specifically, student support services need developed with a kindergarten through twelfth grade focus for students' academic, emotional, physical, and behavioral needs.

There are a marginal number of students throughout the district who do not achieve at the advanced or proficient level on tested subjects.

The amount of data that needs entered, organized, and accessed places a significant strain on current district resources.

Teachers do not have enough time to collaborate with each other and administrators on issues such as special education, student interventions, K-12 curriculum development, and comprehensive planning.

Systemic Challenge #8 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Systemic Challenge #9 (*Guiding Question #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

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.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS Data for ELA, Math, and Science

Specific Targets: All students will meet or exceed their projected growth expectation.

Strategies:

Increase the use of effective instructional practices

Description:

According to 2010 ASCD Research, curriculum and instructional quality appear to have a significant effect on achievement. The addition of high quality teaching time has benefits for students who do not have time for practice outside of school.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Curriculum Map and Alignment Plan K-12

Description:

Curriculum Mapping is to develop a plan that aligns what is written taught and tested. A 2001 study by the Indiana center for Evaluation determined that curriculum alignment and subsequent change in instructional practice was the single greatest factor in achieving improved test scores.

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

Implementation Steps:

Plan and prepare for increasing use of effective instructional practices.

Description:

Research and identify instructional strategies that stakeholders would like to focus on in our district, for example: literacy-based engagement, critical thinking, student collaboration, formative assessment, increasing rigor and relevance, etc. Establish dates and times for professional development based on the district calendar.

Additionally, the BASD has contracted with Modern Teacher to complete a comprehensive review of curriculum and instructional practices with the goal of shifting from traditional instructional practices to more modern and effective methodologies.

A formal professional development plan will be evidence that this step has been completed. Opportunities are included through the Modern Teacher program.

Start Date: 1/30/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Provide professional development for teachers on effective instructional strategies

Description:

The Bellwood-Antis School District will involve all teachers in professional development on effective instructional strategies. A district wide roll-out will be used to introduce the topic of training. Throughout the school year, building level teams and administrators will deliver and guide professional

learning that is more specific to building and teacher needs. Additionally, BASD will utilize the Modern Teacher Framework in development of effective instructional strategies.

Evidence of professional development will include agendas, session evaluations, and Act 48 documentation.

Start Date: 1/30/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Implement instructional strategies

Description:

Teachers will implement strategies during lesson preparation, and will use during instructional delivery.

Modern Teacher Framework will allow administration to evaluate progression to a modern learning environment. Strategy Officer will assist team with curriculum alignment as well.

Evidence will be lesson plans, team meeting notes, document review, classroom assessments, data, and IEPs.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Teachers reflect on new instructional strategies

Description:

Teachers will self-reflect following lessons; they will reflect with colleagues and in team meetings.

Modern Teacher Framework will allow teachers to evaluate progression to a modern learning environment. Strategy Officer will assist team with curriculum alignment as well.

Teachers will provide evidence of lesson reflection.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Administration monitors instructional strategy implementation

Description:

Building principals and director of special education will monitor and evaluate appropriate use of instructional strategies.

Modern Teacher Framework will allow administration to evaluate progression to a modern learning environment.

Lesson plan review, walk-through observation, formal observations, team meeting notes, reflection logs, assessments, and data

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Evaluate implementation of instructional strategies

Description:

The administrative team will monitor the progress of instructional strategies implementation during weekly administrative meetings. During the summer, we will collect and organize data to review at a summer retreat.

Modern Teacher Framework will allow administration to evaluate progression to a modern learning environment. Strategy Officer will assist team with curriculum alignment as well.

Data will include classroom assessments, benchmarks, finals, graduation projects and exams, CDT, TerraNova, PSSA, and Keystone and PVAAS, NOCTI, PSAT, SAT, ACT, IEP goal attainment, teacher induction feedback, and ASVAB. The district will also have administrative meeting agendas.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Goal #2: 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: PSSA (ELA, mathematics, science) and Keystone (algebra, biology, literature).

Specific Targets: 80% proficiency in ELA, Math and Science to demonstrate alignment.

Strategies:

K12 Intervention System

Description:

A system of identification and a multi-tiered system of supports for at risk students at the elementary, middle and high schools. Multi-tiered systems of support provides the potential to create change through the intentional integration of all support services to quickly identify and meet the needs of struggling learners.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

MTSS facilitates the integration of multiple school improvement efforts and represents an effective strategy to:
(www.nasponline.org)

Description:

- Improve outcomes for *all* students, including high-performing students, English language learners, students receiving special education services, and those struggling with barriers to learning.
- Improve instruction and alignment of curricula across general and special education.
- Improve school climate and safety.
- Create safe and supportive learning environments free from bullying and harassment.
- Support students' mental and behavioral health.
- Implement effective discipline policy and practice.

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

Implementation Steps:

Plan and prepare a district-wide intervention system for at-risk students

Description:

Research and identify intervention systems (for example MTSS) and resources. Identify consultants that have expertise and experience with middle and high school implementation. Review local resources. Meet with core content teachers to identify students in need of additional services.

Meeting agendas and notes, plan development, student and employee schedules, resource identification, in-service schedules and agendas

Start Date: 1/30/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- K12 Intervention System

Provide professional development for staff on intervention system

Description:

The Bellwood-Antis School District will develop a three-stage intervention system - school-wide assessment, intervention and progress monitoring. Then all staff will be trained on all parts of the system. Assessment data will include ineligibility lists, classroom grades, benchmark assessments, PSSA data, CDT, and Keystones.

Additionally, BASD will partner with the Modern Teacher organization complete a comprehensive review of professional development opportunities offered to staff. A needs assessment will be completed under their guidance to determine areas of focus.

Professional development agendas, Act 48, and session evaluations

Start Date: 1/30/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- K12 Intervention System

Implement an Intervention System

Description:

The B-A school district will implement a system of intervention to include school-wide screenings and use of data to identify at-risk students, interventions, and progress monitoring.

Schedules (staff and student), screenings and assessment data, lesson plans, and progress monitoring data

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- K12 Intervention System

Teachers reflect on effectiveness of interventions

Description:

Teachers will use progress monitoring data as well as curriculum-based assessments to reflect on the effectiveness of the interventions and student progress.

Evidence will include progress-monitoring data, intervention schedules, recommendations for educational evaluations and meeting notes.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- K12 Intervention System

Administration monitors implementation of intervention system

Description:

Building principals, director of special education and school psychologist will monitor the implementation of school-wide screenings (or data review), intervention delivery, and progress monitoring.

Evidence include school-wide data, lesson plans, walk-through observations, progress monitoring, team meeting notes, and student and teacher schedules.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- K12 Intervention System

Evaluate implementation of intervention system

Description:

The administrative team will monitor the progress of the intervention system implementation during weekly administrative meetings. During the summer we will collect and organize data to include PSSA, Keystones, TerraNova, PVAAS, benchmark and final exams, course grades, student retention, special education evaluations, discipline referrals, and SAP referrals.

Evidence will include summer retreat agenda and meeting notes, weekly administrative meeting agendas and notes.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- K12 Intervention System

Goal #3: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS Data in ELA, Math and Science

Specific Targets: Students in ELA, Math and Science meet the expectation for growth.

Type: Annual

Data Source: PSSA and Keystone ELA, Math and Science

Specific Targets: 80% of students will consistently demonstrate proficiency.

Strategies:

Increase the use of effective instructional practices

Description:

According to 2010 ASCD Research, curriculum and instructional quality appear to have a significant effect on achievement. The addition of high quality teaching time has benefits for students who do not have time for practice outside of school.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Curriculum Map and Alignment Plan K-12

Description:

Curriculum Mapping is to develop a plan that aligns what is written taught and tested. A 2001 study by the Indiana center for Evaluation determined that curriculum alignment and subsequent change in instructional practice was the single greatest factor in achieving improved test scores.

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

Implementation of Modern Teacher Program to ensure K-12 curriculum alignment

Description:

Digital Convergence is redesigning existing curriculum to incorporate digital content within the instructional framework. Creating modern curriculum requires curriculum writers, teachers, and other stakeholders to select appropriate digital content that fits the chosen instructional model, shared vision, and Digital Convergence plan. One school district provides an example of curating digital content to create a modern curriculum. The district chose to replace paper textbooks with online, open-source textbooks that allowed teachers to add or modify content to suit their instructional needs, including linking to videos and other resources

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

Implementation Steps:

Plan and prepare for K-12 curriculum development and/or alignment

Description:

Assess gaps in K-12 curriculum across subject areas, both horizontally and vertically. Research and identify best practices for backmapping curriculum. Establish dates and times to get teaching teams together based on district calendar. Additionally, the Modern Curriculum Framework will be utilized to align curriculum throughout the school district.

Evidence will include administrative meeting agendas and notes (planning and implementation of PD activities) and a curriculum development plan.

Start Date: 1/30/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Provide professional development on curriculum development and backmapping

Description:

The BASD will involve all teachers in professional development of K-12 curriculum alignment and development using a backmapping process. After a school-wide professional development roll-out, teachers will meet in content teams to assess, align, and develop K-12 curricula. Additionally, BASD will utilize the Modern Teacher Framework to develop a modern curriculum.

Evidence includes agendas, session evaluations, and Act 48.

Start Date: 1/30/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Implement curriculum realignment and development

Description:

Teachers will evaluate, align and develop K-12 PA Core aligned curriculum through a process of backmapping.

Modern Teacher Framework will allow administration to evaluate progression to a modern learning environment. Strategy Officer will assist team with curriculum alignment as well.

Evidence will include curriculum maps and PA Core standards checklists.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Teachers reflect on curriculum maps

Description:

Teachers will use and reflect on use of curriculum maps for lesson planning. They will self-reflect and reflect in team meetings while reviewing assessment results.

Modern Teacher Framework will allow administration to evaluate progression to a modern learning environment. Strategy Officer will assist team with curriculum alignment as well.

Evidence includes revised curriculum maps.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Administration monitors curriculum alignment and development

Description:

Building principals will monitor curriculum alignment and development during team meetings, monthly reports, curriculum revisions, walk-through and formal observations, and data review.

Modern Teacher Framework will allow administration to evaluate progression to a modern learning environment.

Evidence will include PSSA, Keystone, PVAAS, TerraNova, CDT, benchmarks, final, classroom assessments, and curriculum maps.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

Evaluate implementation of curriculum alignment and development

Description:

The administrative team will monitor the progress of curriculum alignment and development during administrative meetings and summer retreat. The team will review the following data: PSSA, PVAAS, Keystones, TerraNova, CDTs, Classroom assessments, benchmarks, finals, graduation projects, and NOCTI.

Modern Teacher Framework will allow administration to evaluate progression to a modern learning environment. Strategy Officer will assist team with curriculum alignment as well.

Evidence will include administrative team meeting agendas and meeting notes, summer retreat agendas and meeting notes.

Start Date: 1/1/2019 **End Date:** 6/30/2021

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

Supported Strategies:

- Increase the use of effective instructional practices
- Curriculum Map and Alignment Plan K-12

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: Increase the use of effective instructional practices**
Strategy #2: Curriculum Map and Alignment Plan K-12

Start	End	Title	Description
1/30/2019	6/30/2021	Plan and prepare for increasing use of effective instructional practices.	<p>Research and identify instructional strategies that stakeholders would like to focus on in our district, for example: literacy-based engagement, critical thinking, student collaboration, formative assessment, increasing rigor and relevance, etc. Establish dates and times for professional development based on the district calendar.</p> <p>Additionally, the BASD has contracted with Modern Teacher to complete a comprehensive review of curriculum and instructional practices with the goal of shifting from traditional instructional practices to more modern and effective methodologies.</p> <p>A formal professional development plan will be evidence that this step has been completed. Opportunities are included through the Modern Teacher program.</p>
		<p>Person Responsible Superintendent</p> <p>SH 3.0</p> <p>S 4</p> <p>EP 89</p>	<p>Provider Principals</p> <p>Type Non-profit Organization</p> <p>App. Yes</p>

Knowledge

All Training will comply with Act 80 requirements.

Supportive Research

Literacy based thinking, student engagement, critical thinking, formative assessment, collaboration, and increasing rigor and relevance

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.

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
 - Series of Workshops
 - School Whole Group Presentation
 - Department Focused Presentation
 - Podcast
-

Professional Learning Communities

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Paraprofessional 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		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 Joint planning period activities	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 Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity

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: Increase the use of effective instructional practices

Strategy #2: Curriculum Map and Alignment Plan K-12

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/30/2019	6/30/2021	Provide professional development for teachers on effective instructional strategies	<p>The Bellwood-Antis School District will involve all teachers in professional development on effective instructional strategies. A district wide roll-out will be used to introduce the topic of training. Throughout the school year, building level teams and administrators will deliver and guide professional learning that is more specific to building and teacher needs. Additionally, BASD will utilize the Modern Teacher Framework in development of effective instructional strategies.</p> <p>Evidence of professional development will include agendas, session evaluations, and Act 48 documentation.</p>	Superintendent	3.0	5	100	BASD	School Entity	Yes

Knowledge

The goal for teachers to gain knowledge in increasing student engagement, critical thinking, collaborative learning, and rigor and relevance.

The implementation strategy is based in part on Robert Marzano's *Model of Teaching Effectiveness* (2012). This model identifies numerous instructional strategies that lead to student success: identifying similarities and differences; summarizing; cooperative learning; nonlinguistic representation; generating and testing hypothesis; and student engagement techniques.

Supportive Research

Marzano, R. (2012). *Model of Teaching Effectiveness*. Alexandria, VA: ASCD.

Another source of best practices comes from the work of the University of Pennsylvania's *Penn Literacy Network (PLN)*. PLN focuses on building engagement through literacy by ensuring students read, write, talk, and interact with text.

www.gse.upenn.edu/pln

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.
Instructs the leader in managing resources for effective results.

Training Format

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

Participant Roles

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors
- Paraprofessional
- New Staff
- Other educational specialists

Grade Levels

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

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with

Evaluation Methods

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

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
 Joint planning period activities

standards, classroom environment, instructional delivery and professionalism.
 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.** **Strategy #1: Increase the use of effective instructional practices**
Strategy #2: Curriculum Map and Alignment Plan K-12

Start	End	Title	Description	Provider	Type	App.
1/1/2019	6/30/2021	Implement instructional strategies	Teachers will implement strategies during lesson preparation, and will use during instructional delivery. Modern Teacher Framework will allow administration to evaluate progression to a modern learning environment. Strategy Officer will assist team with curriculum alignment as well. Evidence will be lesson plans, team meeting notes, document review, classroom assessments, data, and IEPs.	Principals and Director of Special Education	School Entity	Yes
		Person Responsible Principals, Director of Special Education	SH 3.0	S 3	EP 89	

Knowledge

Teachers will better understand and implement research based instructional strategies.

Supportive Research

The District will utilize strategies sponsored by the University of Pennsylvania: Literacy Network

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.
- Empowers educators to work effectively with parents and community partners.

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

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

Training Format

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

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors 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		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 Lesson modeling with mentoring Joint planning period activities	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 Review of participant lesson plans Review of written reports summarizing instructional activity

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: Increase the use of effective instructional practices

Strategy #2: Curriculum Map and Alignment Plan K-12

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/1/2019	6/30/2021	Teachers reflect on new instructional strategies	Teachers will self-reflect following lessons; they will reflect with colleagues and in team meetings. Modern Teacher Framework will allow teachers to evaluate progression to a modern learning environment. Strategy Officer will assist team with curriculum alignment as well. Teachers will provide evidence of lesson reflection.	Principals, Director of Special Education	3.0	3	89	Principals	IU	Yes

Knowledge Teachers will use self-reflection to enhance the quality of education. They will self-assess the introduction, body and conclusion of each lesson and compare their thoughts to how well they perform on local (classroom assessments).

Supportive Research The presentations will follow best practices based on Charlotte Danielson.

Designed to Accomplish

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For classroom teachers, school counselors and education specialists:

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.
 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 - Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- 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)
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 	Evaluation Methods	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA 	

LEA Goals Addressed: 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.

Strategy #1: K12 Intervention System

Start	End	Title	Description
1/30/2019	6/30/2021	Provide professional development for staff on intervention system	<p>The Bellwood-Antis School District will develop a three-stage intervention system - school-wide assessment, intervention and progress monitoring. Then all staff will be trained on all parts of the system. Assessment data will include ineligibility lists, classroom grades, benchmark assessments, PSSA data, CDT, and Keystones.</p> <p>Additionally, BASD will partner with the Modern Teacher organization complete a comprehensive review of professional development opportunities offered to staff. A needs assessment will be completed under their guidance to determine areas of focus.</p> <p>Professional development agendas, Act 48, and session evaluations</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative team	3.0	5	100	BASD, PaTTAN	PaTTAN	Yes

Knowledge

The goal will be for staff to understand the intervention system (all parts) and be knowledgeable in intervention strategies and progress monitoring.

Supportive

PA-MTSS (RtII) represents a broad set of evidence-based practices that maybe implemented across a system to

Research include academics and behavior within a recursive and systematic problem-solving process. (www.pattan.net)

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.
- Empowers educators to work effectively with parents and community partners.

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

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

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Department Focused Presentation
- Online-Synchronous
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>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 Lesson modeling with mentoring Joint planning period activities Journaling and reflecting</p>	<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans</p>

LEA Goals Addressed: 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.

Strategy #1: K12 Intervention System

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App. No
1/1/2019	6/30/2021	Evaluate implementation of intervention system	The administrative team will monitor the progress of the intervention system implementation during weekly administrative meetings. During the summer we will collect and organize data to include PSSA, Keystones, TerraNova, PVAAS, benchmark and final exams, course grades, student retention, special education evaluations, discipline referrals, and SAP referrals. Evidence will include summer retreat agenda and meeting notes, weekly administrative meeting agendas and notes.	Superintendent	3.0	3	89	Principals	School Entity	No

Knowledge

Stakeholders will be able to utilize data to make an informed decision about the success of intervention strategies. We will use PSSA and KEYSTONE data to determine the success of intervention strategies.

Supportive Research

RTII Models and Data Based Decision Making

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.
Empowers educators to work effectively with parents and community partners.

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

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

Training Format
LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

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

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
 Review of written reports summarizing instructional activity

LEA Goals Addressed: **Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **Strategy #1: Increase the use of effective instructional practices**
Strategy #2: Curriculum Map and Alignment Plan K-12

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/30/2019	6/30/2021	Provide professional development on curriculum development and backmapping	The BASD will involve all teachers in professional development of K-12 curriculum alignment and development using a backmapping process. After a school-wide professional development roll-out, teachers will meet in content teams to assess, align, and develop K-12 curricula. Additionally, BASD will utilize the Modern Teacher Framework to develop a modern curriculum. Evidence includes agendas, session evaluations, and Act 48.	Administrative team	3.0	5	100	BASD, PattAN, IU8	School Entity	Yes

Knowledge

Teachers and administrators will understand vertical and horizontal curriculum alignment K-12.

Supportive Research Understanding by Design (Wiggins and McTighe), Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Jacobs, ASCD VA).

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.
- Empowers educators to work effectively with parents and community partners.

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

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

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Department Focused Presentation
- Podcast
- Online-Synchronous
- Online-Asynchronous

Professional Learning Communities
Offsite Conferences

Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>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 Lesson modeling with mentoring Joint planning period activities</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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans</p>

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. Strategy #1: Increase the use of effective instructional practices Strategy #2: Curriculum Map and Alignment Plan K-12

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/1/2019	6/30/2021	Evaluate implementation of curriculum alignment and development	<p>The administrative team will monitor the progress of curriculum alignment and development during administrative meetings and summer retreat. The team will review the following data: PSSA, PVAAS, keystones, TerraNova, CDTs, Classroom assessments, benchmarks, finals, graduation projects, and NOCTI.</p> <p>Modern Teacher Framework will allow administration to evaluate progression to a modern learning environment. Strategy Officer will assist team with curriculum alignment as well.</p> <p>Evidence will include administrative team meeting agendas and meeting notes, summer retreat agendas and meeting notes.</p>	Administrative team	3.0	3	89	BASD	School Entity	Yes

Knowledge Determine if curriculum alignment is appropriate based upon various data sources.

Supportive Research Wiggins and McTighe.. Backwards Design

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.

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Dir

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

Grade Levels

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

Follow-up Activities

Analysis of student work,
 with administrator and/or peers
 Creating lessons to meet

Evaluation Methods

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

varied student learning styles
Lesson modeling with
mentoring

standards, classroom environment,
instructional delivery and professionalism.
Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data
Review of participant lesson plans
Review of written reports
summarizing instructional activity

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).

Affirmed by Robert Fisher on 4/25/2018

Board President

Affirmed by Thomas McInroy on 4/20/2018

Superintendent/Chief Executive Officer