Saucon Valley SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

2097 Polk Valley Rd
Hellertown, PA 18055-2400
610-838-7026
Superintendent: Craig Butler
Director of Special Education: Jaime Vlasaty

Planning Process

In creating a District Level Plan that satisfied state mandates and requirements and contained a collection of action plans designed to implement research-based strategies for the purpose of meeting district identified goals, we established and implemented the following timeline:

Timeline – Saucon Valley School District Comprehensive Plan

As a Phase 3 District, Saucon Valley School District was required to develop their plan over the course of the 2018 - 2019 school year with the goal of submitting the Comprehensive Plan to PDE by March 29, 2019.

2017 - 2018 School year: Committee formed to develop Special Education, Professional Development, Special Education and Gifted Plans.

April 2018: Special Education Plan approved by Board and submitted to PDE.

October 2018: PDE grants extension for submission of District Level Comprehensive Plan.

September 2018 - February 2019: Committee development of the initial components of the plan.

January/ February/March 2019: Committee development of Goals and Action Plans. Plan is presented for Board review.

March 2019: Plan submitted to PDE

Mission Statement

Excellence in Education: Empowering growth; Inspiring creativity; Embracing diversity

Vision Statement

SVSD, A model of innovation, willing to take educational risks in a safe, supportive environment to continuously enhance learning.

Shared Values

We believe:

- **Each individual is unique and deserves respect.**

- **All students, from diverse and varied cultural, social, socioeconomic, racial and family backgrounds, are valuable and make our learning community stronger.**

- **All students, staff and school community members are entitled to a safe and positive school environment.**

- **All students can achieve their potential when provided with opportunities and resources that target their individual learning needs.**

- **All students deserve rigorous, relevant, compelling curricula and instruction.**

- **All students are entitled to curricular and extra-curricular experiences that promote positive self-concept and contribute to improved individual performance.**

- **All students can learn successfully when students and staff alike are held accountable for academic and behavioral standards.**

- **All students benefit from the partnership between families and the school community.**

- **The district campus serves as a unifying resource for our community.**

Educational Community
General Information

The Saucon Valley School District comprises the Borough of Hellertown and Lower Saucon Township, Pennsylvania, both suburbs of Bethlehem and located in Northampton County. Hellertown, a residential community, covering an area of 1.4 square miles while Lower Saucon Township covers 23.3 square miles. Lower Saucon,

which is horseshoe-shaped, surrounds Hellertown. Together they comprise the Saucon Valley.

The district receives 78% of its revenue locally, 22% from the state and less than 1% from the federal government. The district's percentage of low-income students is approximately 31%.

The district has three buildings housing a student population of slightly more than 2,100 students with a special education enrollment of approximately 373 students. There are approximately 113 gifted students in the district. The district's graduation rate is 93% with approximately 91% of all students continuing on to post-high school education opportunities in higher education and technical education.

The school district is a member of the Colonial Intermediate Unit with a service area of thirteen school districts and three career and technical centers in Northampton, Monroe, and Pike Counties.

School Organization

The organizational structure of the school district is elementary (K-4); middle school (5-8); and high school (9-12). Additionally, students of the school district also attend the Bethlehem Area Vocational and Technical School.

Planning Committee

Name	Role
Craig Butler	Administrator : Special Education
Craig Butler	Administrator : Professional Education
Lynne Cheddar	Administrator : Professional Education
Heidi Mullen	Administrator : Special Education
Kristine Rosenberger	Administrator : Professional Education
Bryan Eichfeld	Board Member : Special Education
Sandra Miller	Board Member : Professional Education
James Deegan	Building Principal : Professional Education
Tamara Gary	Building Principal : Professional Education
Cindy Motter	Building Principal : Special Education
Cynthia Motter	Building Principal : Professional Education
Kenneth Napaver	Building Principal : Special Education
Ken Napaver	Building Principal : Professional Education

Tom Johnstone	Business Representative : Professional Education
Lisa Szydlow	Business Representative : Professional Education
Jennifer Zavacky	Business Representative : Professional Education
Christopher Scherer	Community Representative : Professional Education
Shawn Welch	Community Representative : Professional Education
Jim Colbert	Ed Specialist - Instructional Technology : Professional Education
Pamela Dobson	Ed Specialist - Other : Professional Education
Randi McCullough	Ed Specialist - School Psychologist : Special Education
Francis Milles	Ed Specialist - School Psychologist : Special Education
Tracy Mullen	Ed Specialist - School Psychologist : Special Education
Linda Castner	Elementary School Teacher - Regular Education : Professional Education
Stephanie Hand	Elementary School Teacher - Regular Education : Special Education
Lara McCarthy	Elementary School Teacher - Regular Education : Professional Education
Christina Higgins	Elementary School Teacher - Special Education : Special Education
Theresa Andreucci	High School Teacher - Regular Education : Professional Education
Mario Marcozzi	High School Teacher - Regular Education : Professional Education
Brianne Barona	High School Teacher - Special Education : Special Education
Vivian Demko	Instructional Coach/Mentor Librarian : Professional Education
Michael Hanssen	Instructional Technology Director/Specialist : Professional Education
Robert Kachmar	Middle School Teacher - Regular Education : Professional Education
Ryan McCann	Middle School Teacher - Regular Education : Professional Education
Kimberly Creel	Parent : Professional Education
Tamara Humphries	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

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

English as a Second Language mapping and alignment is under current review and development. Alignment of alternate acadmeic content for math is currently under review.

Middle Level

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

Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Developing
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

This narrative is empty.

High School Level

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

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The curriculum design process occurs every 5 years (or as needed) and reviews standards alignment, summative assessments for mastery of content and instructional practices. Implementation of curricula is monitored through pacing guides, lesson plan discussion at grade level meetings, review of student work, data analyses and walk-throughs.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The curriculum design process occurs every 5 years (or as needed) and reviews standards alignment, summative assessments for mastery of content and instructional practices. Implementation of curricula is monitored through pacing guides, lesson plan discussion at grade level meetings, review of student work, data analyses and walk-throughs.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The curriculum design process occurs every 5 years (or as needed) and reviews standards alignment, summative assessments for mastery of content and instructional practices. Implementation of curricula is monitored through pacing guides, lesson plan discussion at team meetings, review of student work, data analyses and walk-throughs.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

The curriculum design process occurs every 5 years (or as needed) and reviews standards alignment, summative assessments for mastery of content and instructional practices. Implementation of curricula is monitored through pacing guides, lesson plan discussion at department meetings, review of student work, data analyses and walk-throughs. .

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.

Student learning data are analyzed to help identify those students needing additional supports as well as the appropriate support. Progress monitoring occurs to ensure that the support, is in fact appropriate and helping the student access and master the content.

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

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

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

The Saucon Valley School District uses formal classroom observations focused on instruction in accordance with Act 82 for all teaching professionals. In addition, building principals and assistant principals conduct regular walk throughs and informal observations that focus on best practices and curriculum alignment of daily lessons. Each building administrator or observer reviews teacher lesson plans during observations to ensure fidelity to the curriculum and alignment to the standards.

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

For the past two years, the district has been working to develop schedules which will allow for opportunities for instructional coaching. This past year, coaches were pulled to deliver gifted services to students. The district is working to strengthen the opportunities for coaching in the coming year.

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

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

This narrative is empty.

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The Saucon Valley School District advertises and does a thorough screening of candidates at the building and central administration levels. From this screening, potential candidates are identified and complete a thorough interview process. All staff must be highly qualified and meet the expectations for professional knowledge of best instructional practices, differentiation, assessment, data analysis, and content related to their discipline. Presently, all district faculty members are highly qualified. All staff are assigned based on their highly qualified teaching status in their discipline(s) and the needs of students in the district.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.50	0.50	0.50
Electives	9.00	9.00	9.00
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.

Unchecked answers

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

  I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

  II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

  III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

  IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

  V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

  VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Examples of assessment: - Beginning of Year Pre-Assessment - End of Year Post-Assessment (Final Exam) - PSSA, Keystones	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Quarterlies - Projects/Performance Based; CDTs, DIBELS, MAP	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Student surveys - Exit tickets - Thumbs up-Thumbs down - Traditional paper/pencil - Open-	X	X	X	X

ended response				

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Data used as needed to guide individual student progress. Examples: CDT's,	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Grade level teams/departments and building administrators review assessments as part of their course implementation. Data analysis is done to identify potential issues. What's more, under the leadership of the Assistant Superintendent of Curriculum and Instruction, assessment review occurs as part of the curriculum review cycle.

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.

Administration and teachers collect and analyze assessment data to meet the individual, classroom and grade level needs of the students. Yearly analysis can highlight potential issues in instruction, curricula and within the assessments themselves. Moreover, these data can serve the curriculum design teams as they review the curriculum every 5 years.

Collection and Dissemination

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

SVSD utilizes Performance Tracker currently as a data warehouse for summative and benchmark data. Relevant data are input or uploaded so that teachers and administrators

can monitor student achievement currently and longitudinally. Common summative assessments, CDTs, state level testing, MAP, DIBELS and other important data can be uploaded throughout the year. Additionally, eMetric and PVAAS, DRC AMS and PASA are utilized to monitor achievement, growth and plan next steps accordingly.

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.

Performance Tracker allows both teachers and administrators to access student achievement data and to run various reports that detail needs and strengths at the student, classroom, building and district level. These data ensure that appropriate curricular and instructional changes are made. Achievement and growth data are periodically reported to the Board and to parents.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	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.

Data collected from various assessments are regularly examined through a team process at each building. These data are used to identify students in need of support or extension. The assessment data are also used to design and monitor intervention effectiveness. At the secondary level, assessment data are utilized to assist with the course selection and placement process. Students are targeted for supplemental instruction based on data from various achievement assessments.

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

Provide brief explanation of the process for incorporating selected strategies.

Summative assessment results of state level testing are shared through the Future Ready Index. Student data are also shared through written reports to parents/families and through parent-teacher conferences. Additionally, successes are highlighted through a variety of communication channels with an increased use of social media.

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

This narrative is empty.

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.

The district currently has no struggling schools. Careful monitoring of student data combined with regular curriculum audits and support of best instructional practices will support continued growth in student achievement.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management			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				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

The strategies not checked are not currently implemented and are under review by the district. Ths district does not have plans currently to add an SRO or SPO.

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.)

Core Foundation: Identification of Gifted Students
Child Find- The Saucon Valley School District actively seeks students within its borders who appear to demonstrate characteristics of a student who is mentally gifted. This activity includes parent referrals, teacher referrals, and administration referrals. Students who are referred for gifted evaluation are administered a brief intelligence test by the school district psychologist. Students who are believed to be eligible for full testing based on the screening results are referred for full testing battery described in the next section. Once permission is obtained from the student's parent/guardian, the district completes the evaluation and reports the results to the parent/guardian within 60 calendar days of the date the permission is received, in compliance with Chapter 16 regulations.
Evaluation Procedures- The Saucon Valley School District follows and implements the Chapter 16 regulations regarding the identification of mentally gifted students. Any student, who is evaluated by a certified school psychologist, and receives a score of 130 or above on a nationally normed test of intelligence, will automatically be admitted to the gifted program, Additionally, the Saucon Valley School District uses a multiple criteria

matrix to determine if a students' full scale IQ falls below 130, requires gifted programming. This matrix involves a nationally normed test of intelligence, a nationally normed test of academic achievement and parent-rating scales. Points are given for each sub test area and students who achieve 1000 points total are recommended for gifted programming. Students who do not receive 1000 points may still be recommended for gifted programming if the results of the evaluation show a definitive strength in a particular area(s) that require gifted programming.

Action Plan

The Saucon Valley School District follows and implements Chapter 16 regulations regarding programming for students identified as gifted. A Gifted Individualized Education Plan (GIEP) is developed for each student who is identified as gifted. The GIEP describes the student's present level of educational performance, establishes goals for achievement based on the student's present levels and lays out any specially designed instruction that the student may require. The Saucon Valley School District uses both acceleration and enrichment to assist students in achieving their GIEP goals, along with diagnostic testing to inform possible curriculum compaction, acceleration, or enrichment activities. Progress towards the attainment of the goals listed in the GIEP is measured regularly and goals are adjusted accordingly as students attain goals. Progress is reported a quarterly to parents and may be reported more frequently as required by the student's GIEP. Programming decisions for individual students rests with the GIEP team, of which the parent is an important member, at all times. The Saucon Valley School District also clusters gifted students in grades K-6 in order to ensure gifted students are educated frequently with like-ability peers and in accordance with their GIEP's.

Teachers participate in frequent professional development surrounding a variety of topics including educating gifted students, educating students who are dual-diagnosed, differentiating and individualizing for all students, screening and identifying students who are gifted or in need of special education services and other topics. The Saucon Valley School District employs 2 (1 FTE each) as teachers of the gifted and 1 (.5 FTE) teacher of the gifted to provide gifted support services. The district also employs 2 (1 FTE each) School Psychologists to screen and evaluate students who may be referred for gifted services.

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

See above.

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

See above.

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.

In the elementary and middle schools we use Enrichment and Intervention time to coordinate instructional services for students to provide acceleration and enrichment. Students are placed in similar-achievement level groups such that individual levels and

instructional activities are designed to further students' skills. At the high school Honors and Advanced Placement classes are offereed to serve students whose achievement levels are advanced. The pace and rigor of these courses is accelerated.

Developmental Services

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

Explanation of developmental services:

The Saucon Valley School District provides a variety of developmental services to students in grades K-12. The Drug and Alcohol Resistance Education (DARE) program is utilized in upper Elementary and Middle School grades. Each building provides bullying prevention programs throughout the school year at an appropriate level for the students and allegations of bullying are thoroughly investigated and responded to by administration. The Middle School continues with its advisory program that is held twice a month. This program allows each middle school student to have an adult mentor in their life and much of the middle school's character education programming is delivered though this program. The High School provides a variety of developmental services through clubs and school-wide activities, such as Student Council, Class Officers, SADD and Student Advisory Council, and Students for Health and Nutrition Club. Furthermore, the Safe2Say anonymous reporting program launched during the 2018 - 2019 school year in attempts to provide a safe and secure environment for all students and staff.
The Saucon Valley School District will investigate future developmental services such as bullying prevention programs, sexual harassment/discrimination awareness programs, suicide prevention training, and other programs designed to increase parental participation in the educational process.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
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:

The Saucon Valley School District currently utilizes a variety of diagnostic, intervention and referral services for students who may be experiencing challenges either educationally or behaviorally. The elementary amd middle schools utilize an RTII framework to identify and intervene with students who demonstrate academic difficulties. This same RTII framework is beginning to be utilized by the Elementary School to identify and intervene with behavior problems. The Elementary School is implementing the School Wide Positive Behavior Supports program during the 14-15 school year and the Middle School during the 2017 - 2018 school year. The High School is exploring possible SWPBS that meets the needs of students of that age as well.

The Middle and High School use their Student Assistance Program (SAP) to identify and refer students demonstrating mental health issues to outside professionals. Both buildings also use their character education programs to intervene with students who demonstrate inappropriate behavior. All three buildings refer students who are chronically truant to the local District Magistrate and accurate records of student attendance at school are kept by building level administration. Administrators and counselors implement intervention strategies regarding habitual truancy with students and famllies as necessary

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management				

Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
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:

The Saucon Valley School District currently utilizes the Northampton County Office of Developmental Programs listing of service providers for families and/or students experiencing crisis at home and/or school. All student service professionals and administrators will provide this list to any family upon request and the Mental Health Treatment Specialist assists families in obtaining insurance coverage if none existed before through the ACCESS program. The Middle and High School utilize their SAP program to coordinate and collaborate with outside mental health service providers and provide students with intervention outside of school as well as in school. The Elementary School is investigating the formation of an Elementary Student Assistance Program (ESAP) to better service the students of elementary school with behavioral and mental health needs. The High School utilizes the Alternative Education program at Lehigh Learning Academy and Colonial Academy for students who require this level of support to complete their high school education. The school district is a member of the Colonial Intermediate Unit #20 and utilizes their Special Education services and Training and Consultation (TaC) services at different times throughout the school year. The Saucon Valley School District also maintains a professional relationship with the police departments of Hellertown Borough and Lower Saucon Township.

Communication of Educational Opportunities

Communication of Educational Opportunities	**EEP**	**EEI**	**ML**	**HS**
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Program of Studies - HS and MS				

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				
Newsletters	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.

The Saucon Valley School District operates a Student Services Department within the guidelines and regulations set forth by the Pennsylvania Department of Education and Chapters 4, 12, 14, 15, and 16 of the Pennsylvania School Code. The Saucon Valley School District employees 7 school counselors for the district, 2 counselors are assigned to the Elementary School, 2 school counselors to the Middle School, and 3 counselors for the High School. The school district also employs Mental Health Treatment for the entire district and contracts with the Colonial Intermediate Unit #20 for the services of a Board Certified Behavior Analyst (BCBA). The district employs 2 full time school nurses and a school nursing assistant. The district employs 3 school psychologists full time and contracts with Valley Youth House to provide limited counseling services to students of all ages. The Student Services Department is supervised in a joint manner by the building principals, Supervisor of Special Education, and the Assistant Superintendent.

Programs

The school counselors perform a wide variety of duties in their respective buildings. All the counselors assist students with both academic and mental health needs, assist families with obtaining social services, and provide support for individual students or groups of students with mental health challenges, life choices, and career and college decisions, and independent living choices.

The Elementary School Counseling program focuses on teaching groups of students a set curriculum of positive mental health strategies for preventing and responding to bullying, development of good academic habits, issues of diversity, and general supportiveness between adults and students and between the students themselves. The school counselors at the elementary school also run support groups during the school day for students with a similar issue such as grief, divorce, peer relations, disability and/or bullying awareness. The counselors will also see individual students for sessions if needed and will make referrals to outside agencies as warranted. The counselors are also involved in the Response to Intervention and Instruction process at the elementary, as well as the Special Education referral process. Classes the counselors teach are part of the regular schedule of the elementary school and meet regularly to ensure ample time is given to the topics.

The Middle School counselors also teach groups of students a set curriculum that is developmentally appropriate for students of middle school age. In addition, they provide support groups on an as needed basis depending on issues that may be affecting students at the time. The Middle School counselors provide individual counseling to students at times depending on needs and make referrals to outside agencies for more intensive support when appropriate. The Middle School counselors participate in the Middle School advisory program and assist students and their families with scheduling issues both in the Middle School, and upon transition to High School. The counselors also provide frequent contact with career education materials for all students and assist each student with the development of a career portfolio. The counselors participate in the Student Assistance Program (SAP) and coordinate the RTII and Special Education

referral process for the Middle School.

The High School counselors run support groups for small groups of students at different times depending on student issues that may arise throughout the school year. The High School counselor's main focus is developing a pathway to graduation for students, ensuring students are taking classes they need to graduate on time, while scheduling student activities for college and career planning. The High School counselors provide individual counseling for students relative to mental health issues. The counselors make referrals to outside agencies for students who need more intensive services and work with families to obtain those services. The main focus of the High School counseling department is to ensure that every student graduates and can go on to lead a productive and meaningful life.

The School Psychologists ensure that students referred for Special Education or Gifted Services are assessed in an unbiased manner and consistent with Chapter 14 and Chapter 16 regulations. The psychologists also review their findings and the findings of outside professionals when appropriate. The school psychologists may participate in the planning of interventions for some students when requested and are often called upon to do behavioral observations of students.

The School Nurses and School Nursing Assistant provide the students of the Saucon Valley School District with emergency care during the school day, acute care of certain short-term illnesses, medication administration when authorized by a doctor. The nursing staff will also make referrals to other medical providers when required.

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

Before and after school child care program is provided in collaboration with the Saucon Valley Community Center. The Special Education Director collaborates with Head Start, Early Intervention Programs and with pre-school providers to make them aware of services provided in the district. The Assistant to the Superintndent works with Principals to develop youth workforce and tutoring programs.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Saucon Valley School District engages its local preschool providers in a number of professional development and transition programs. When the district offers early childhood development professional development opportunities, the local preschool providers are invited to participate in those opportunities as well. Colonial Intermediate Unit #20 also works closely with these providers to ensure that students are provided with Early Intervention services and quality preschool opportunities.
The Saucon Valley School District has developed its own Kindergarten transition program called Summer Academy for Incoming Learners (SAIL). This program brings our incoming K students to the Saucon Valley Elementary School for 8 days of transition time in late July and early August. All incoming K students are invited and encouraged to attend. The district uses Lehigh University Education majors as "teachers" for the program and the Supervisor of Data and Assessment and the Associate Principal at the Elementary school coordinates the program. Attendance has increased each year since 2012 with over 60 students participating in 2014. This program is offered free to parents of the Saucon Valley School District and brings together a variety of resources to benefit our newest learners.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

levels of student motivation, performance and educational needs	

Provide explanation for processes used to ensure Accomplishment.

The Curriculum Cycle is utilized to review and revise curriculum regularly. If new materials are being considered there is process that needs to be followed. Materials and resources are purchased in quantities consistent with the enrollment of each school in order to guarantee a robust supply that is accessible to teachers and students. Through data analysis of students' performance on state and local assessments and alignment with the eligible content in state assessments, informed decisions are made on what type of differentiated materials are to be made available to accommodate diverse levels of student motivation, performance and educational needs.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The Curriculum Cycle is utilized to review and revise curriculum regularly. If new materials are being considered there is process that needs to be followed. Materials and resources are purchased in quantities consistent with the enrollment of each school in order to guarantee a robust supply that is accessible to teachers and students. Through data analysis of students' performance on state and local assessments and alignment with the eligible content in state assessments, informed decisions are made on what type of differentiated materials are to be made available to accommodate diverse levels of student motivation, performance and educational needs.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	**Status**
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts	Accomplished

Material and Resources Characteristics	Status
and skills	
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Curriculum Cycle is utilized to review and revise curriculum regularly. If new materials are being considered there is process that needs to be followed. Materials and resources are purchased in quantities consistent with the enrollment of each school in order to guarantee a robust supply that is accessible to teachers and students. Through data analysis of students' performance on state and local assessments and alignment with the eligible content in state assessments, informed decisions are made on what type of differentiated materials are to be made available to accommodate diverse levels of student motivation, performance and educational needs.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The Curriculum Cycle is utilized to review and revise curriculum regularly. If new materials are being considered there is process that needs to be followed. Materials and resources are purchased in quantities consistent with the enrollment of each school in order to guarantee a robust supply that is accessible to teachers and students. Through data analysis of students' performance on state and local assessments and alignment with the eligible content in state assessments, informed decisions are made on what type of differentiated materials are to be made available to accommodate diverse levels of student motivation, performance and educational needs. The high school is continuing to increase access to honors and Advanced Placement courses to all students and researching and developing ways to better meet the needs of students at risk for dropping out.

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

	50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation

English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

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.

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

Professional Education

Characteristics

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

parents and community partners.				

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	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.

Educators are provided with professional learning opportunities throughout the school year and on an ongoing basis to improve their content knowledge and teaching practice. Teachers are provided with the opportunities to take graduate level courses specific to their area(s) of certification. The district supports this work through credit reimbursement and advancement on the salary scale. The Graduate Study Committee must approve all graduate courses.

Annual in-service opportunities in which the following factors are considered and planned each year depending on district need:

- PDE Mandated Training (e.g. Mandatory reporting requirements, Educator Effectiveness, etc.)

- Student Achievement Data (Review of relevant state and local assessments utilizing building level data teams, to highlight strengths and weaknesses in programs.)

- Faculty Needs Assessment (Given annually in the spring to help guide topics for district led professional development. This needs assessment is mirrored after the 22 components in Danielson's Framework for Teaching.)

- Instructional Data (These data are collected through formal observations and classroom walk throughs . They are also aligned to Danielson's Framework and provide information regarding effective teaching practice.)

- Building Specific Initiatives (e.g. Math in Focus at the ES; one-to-on initiative a the MS)

- Asynchronous choice Professional Learning Communities

Teachers are also encouraged to take a variety of workshops and training opportunities hosted by the Intermediate Unit or PDE sponsored webinars.
Teachers are also encouraged to attend seminars and conferences at the state and national level.
Administrators have opportunities through:

- Graduate level courses specific to their area(s) of certification. The district supports this work through credit reimbursement.

- PDE sponsored National Institute for School Leadership (NISL) and Pennsylvania Inspired Leadership program (PIL) courses.

- School leaders are encouraged to take a variety of workshops and training opportunities hosted by the Intermediate Unit or PDE sponsored webinars.

- School leaders are also encouraged to attend seminars and conferences at the state and national level.

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

The district will look for specific ways to train teachers and principals for more effective methods of working with parents and other community partners.

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:
6/14/2016

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:
8/15/2018
The LEA plans to conduct the training on approximately:

6/12/2019

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

    None.

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

Administration along with the Professional Development Committee examine data, student needs and any mandates to create a professional learning plan for the upcoming year. Most recently, the district is identifying a focus both district and building wide as well as a pathway allowing choice for each teacher. Doing so allows for dedicated time for each area.

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

This narrative is empty.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

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

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

   None.

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

- All district teachers including inductees are expected to know, understand, and implement best practices for student learning as well as working with diverse populations.

- District and building level initiatives are highlighted during the mandatory induction days. They are supported during the school year through regular contact with mentors and through professional learning opportunities.

- Local district curricula (planned courses of study) are available on the district website. SAS and state academic standards are highlighted during induction days.

- Classroom management strategies are highlighted on induction days and reinforced throughout the school year.

- Crisis management strategies are highlighted on induction days and reinforced throughout the school year.

- Opportunities for personal engagement with other members of the faculty are left largely to the buildings to develop; the district assigned mentor is instrumental in facilitating these opportunities early on.

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 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.

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

- Inductees are formally observed according to the requirements of PDE. Additionally, building principals make regular and frequent informal observations of new teachers.

- Inductees and mentors are expected to meet at least monthly to discuss specific district directed topics, but also to collaborate on any area of need. These meetings are logged through My Learning Plan. The logs are submitted for review twice a year (January and May).

- Mentors review student achievement and growth data on an ongoing basis.

- Lesson plans are reviewed as a regular part of the observation process.

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

- The district does not use mentors to observe inductees and the district does not have instructional coaches.

- The district does not specifically review written reports of instructional activity by inductees and does not require inductee portfolios.

- The district does not require any additional knowledge of research-based instruction practice beyond what it expects for all teachers as determined though the teacher evaluation process.

- The district does not collect any information from previous induction programs beyond a letter/certificate indicating completion of another program.

Mentor Characteristics

Checked answers
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.

- Mentors 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).

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

- Where possible mentor teachers are selected based on certification, exemplary performance and demonstrated ability.

- Mentor training is provided during the two days of teacher induction each year. Mentors are also supported by the building principals and the assistant superintendent.

- Participation as a mentor is voluntary, but participants are provided with a stipend from the district.

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

- Ideally, mentors and inductees will have compatable schedules and similar certifications however this is not always possible.

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				
Safe and Supportive Schools	X		X	X		
Standards	X					
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners	X		X	X		
Data informed decision making	X	X	X			

Materials and Resources for Instruction	X				X	

If necessary, provide further explanation.

Coverage of the topics listed above are monitored through monthly surveys completed by inductees and through semi-annual program evaluations competed by both mentor and inductee. These documents are collected through My Learning Plan.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

There are three primary ways in which the induction program is monitored:

1. Monthly surveys from inductees

2. Semi-annual feedback from mentors and inductees

3. Induction logs of mentor and inductee meetings

All three of these feedback methods are done through My Learning Plan.
Feedback is regularly shared with the district Professional Development Committee.

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: **328**

Identification Method

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

The Saucon Valley School district adheres to the Individuals with Disabilities Education Act (IDEA) and Pennsylvania Chapter 14 Special Education Services and Programs criteria for identifying students with specific learning disabilities. SVSD utilizes a pattern of strengths and weaknesses model for identification of students with specific learning disabilities. A student identified with a specific learning disability must demonstrate a deficit in one of the basic psychological processes in addition to not meeting grade-level standards and/or not achieving adequately for his/her age. These strengths and weaknesses are identified through the use of individually administered, norm-referenced tests of cognitive ability and achievement, which are administered and interpreted by a Pennsylvania Certified School Psychologist along with performance on classroom and state assessments. After the multi-disciplinary team collects and reviews all data, a determination is made regarding the student's need for specially designed instruction. The Multidisciplinary team will also examine other factors that may impact the student such as ESL issues, highly qualified status of teachers, and other disabilities that may be present.

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

A review of the most recent Special Education Data Report for the Saucon Valley School District revealed that there were no disproportionalities by race/ethnic status or disabiliity category.

Non-Resident Students Oversight

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

The Saucon Valley School District does have one 1306 facilities within the school district borders.

Students with IEP's, who become 1306 students, have their records transferred to the host facility through a records transfer request. The Saucon Valley School District will then contact the host facility and request that an IEP meeting be held as soon as possible. The Saucon Valley School District will participate in the meeting either in person or via telephone. The district will request to be included in any future IEP meetings for the student as well. Upon discharge from the facility and return to the school district, an IEP meeting will be held to revise the IEP and determine appropriate placement.

Students who are not eligible when entering a 1306 facility but are referred for possible identification while in the facility will have a Permission to Evaluate issued by the Saucon Valley School District. The district will either conduct the evaluation or have the facility conduct the evaluation. The district will participate in the Multi-Disciplinary Team meeting and if the student is found to have a disability and in need of specially designed instruction, will participate in the development of the IEP.

Students leaving a 1306 facility and returning to the Saucon Valley School district will be part of the established Child Find procedures and may be referred for evaluation if they are thought to be eligible. The district will issue a Permission to Evaluate, conduct the evaluation and make a determination.

Currently no barriers exist within the District to meet 1306 obligations, however students are sometimes in facilities large distances from the Saucon Valley School District and ensuring participation in evaluations and/or IEP development can be challenging to staff and families at times. This barrier can be eliminated for through conference calls and inviting parents to participate in conference calls in the school buildings when in person meetings are impractical or impossible.

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 no facilities for incarcerated students within the school district boundaries, however when a student with an IEP of the Saucon Valley School District is incarcerated, the district ensures that judicial authorities receive a copy of the student's IEP and evaluations so they are aware of the student's educational needs. This information is also shared with the LEA providing programming to the students at the correctional facility (including the Colonial IU 20 if student is incarcerated in Northampton County), so that the students IEP can be reviewed/revised and implemented while the student is incarcerated. The district will attempt to participate in any IEP meetings held during the time the student is incarcerated, either through phone or in person, and upon release, the district will request educational records from the facility and hold an IEP meeting to determine the appropriate educational placement for the student.

Least Restrictive Environment

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

The Saucon Valley School District ensures that to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children and that removal of the student from general education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. The district uses an inclusive model in all three buildings to the maximum extent possible to ensure that students benefit and make progress academically, socially, and behaviorally. The elementary school has been using a Child Study Team over the last two years to ensure that all students received appropriate interventions within the general education curriculum. This CST model has been moved into the Middle School over the last year and is beginning to move towards the High School.

In addition, the school district has implemented a School Wide Positive Behavior Support program at the Elementary School. The program is in its 4th year and has been recognized as a Tier I and Tier 2 school. The following interventions have been established at the elementary school: check-in/check-out and involvement from the Caron Foundation and Valley Youth House. The district has planned to move SWPBS to the Middle School in the 2017-2018 school year and eventually to the High School.

The district employs a full-time K-12 Literacy Coach and a K-12 Mathematics Coach. There is also a Literacy Coordinator K-4, who is also considered a part-time coach. The coaches assist and collaborate with the general education and special education teacher to interpret data and select appropriate interventions to be used within the general education setting for all students. The literacy coordinator at the Elementary School also assists in the Child Find process and pre-referral activities using a CST model that are implemented both before recommended evaluations and while evaluations are pending.

The district utilizes the Student Assistance Program at all levels and makes referrals to appropriate agencies through that process for Mental Health services. The district also participates in frequent professional development sessions both through IU 20 and through other agencies.

At the building level, students are progress monitored by the individual case-managers to ensure that students are making progress towards their individual goals.

In reviewing the most recent SPP target data, the district is meeting the SPP Target of 65% of students with disabilities in general education for over 80% of the time. According to the 2015-2016 data, the district's percentage is 70.2%. This is also higher than the state's percentage which is 61.8%. The district is not meeting the SPP target of no more than 8% of students with disabilities outside of general education for less than 40% of the day. The district's 2015-16 percentage is 11.1% which is higher than the state's 9.5%. Our overall percentage of students identified with Special Education as of 2015-16 is 14.8.1% which is lower than the state's 15.9%. The district did not have enough students in other settings to be judged on that area.

Students placed out of district are done so in compliance with their IEP's. The district offers a continuum of services as required by IDEA and Chapter 14 regulations. Some of these placements are through contract with IU 20 and approved private schools. The district remains the LEA for these students and attends IEP and other meetings for these students to ensure that LRE requirements are being met.

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 school district has implemented a School Wide Positive Behavior Support program at the Elementary School. The program is in its 4th year and has been recognized as a Tier I and Tier 2 school. Data is collected through the SIS Data Management system and is reviewed regularly by the team. The following interventions have been established at the elementary school: check-in/check-out and involvement from the Caron Foundation and Valley Youth House.

The district has created a SWPBS team in the Middle School during the 2017-2018 school year. The team is focusing on developing common language for behaviors across grade levels, developing lesson plans, and creating a reinforcement system school-wide. The Middle School plans to implement the program during the 2018-19 school year, and would like to move into CICO the following school year.

The district is looking to eventually create a SWPBS team at the High School.

All Special Education teachers are trained in Crisis Prevention. Additionally, regular education teachers and paras have also started to receive CPI training.

The district contacts with Valley Youth House and the Caron Foundation to provide mental health services to students within the buildings. These services are provided at the school for students who are referred by individual buildings.

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.

SVSD has been successful in ensuring FAPE for all students and finding programs to address low incidence disabilities of students whose IEP teams deem they need programs not operated by our school district. However more and more, especially the elementary level, we are providing programs to students with low incidence disabilities with supplemental aids and services in the least restrictive environment. This is not with ease and comes with programming challenges but the IEP team is able to be creative in developing programs in the least restrictive environment. When meaningful progress cannot be made then IEP team reconvenes and moves toward a more restrictive setting. The Colonial Intermediate Unit 20 continues to be responsive to our needs in this regard. Saucon Valley School District currently provides Learning support services K-12 and up to the age of 21 years old and emotional support services for our high school students up to the age of 21 years old. Through Learning Support services, students with disabilities are provided specially designed instruction and services that can meet their educational needs. During the 10-11 school year and continuing through this to the 13-14 school year and beyond, the district partnered with VIA of the Lehigh Valley to provide our students with learning disabilities, intellectual disabilities, and emotional disabilities work skills on the job through job coaching. On occasions, students require supports that the district is not able to provide in district. When presented with placement challenges, the IEP team works collaboratively with the appropriate agencies within an interagency approach to resolve the barriers and identify resources and options for the students and their families. , The district collaborates with Northampton County MH/MR, CAASP and IU 20's Provider 50 services to provide a network or resources and plan appropriate programs for eligible students.SVSD considers a full continuum of services and educational placement options.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Group Home 2603 Applebutter Rd, Hellertown, PA 18055	Nonresident	Saucon Valley School District is the LEA for the IEP implementation for one student who resides in the Group Home which services adults. Since the student is 18-21 years old he continue to be eligible for Special Education services. The IEP team recommends this student attend the Lehigh Carbon Counties Intermediate Unit #21 Enhanced Autism Center-based program.	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Saucon Valley School District	Other	Autistic Support (Elementary School)	7
Easton Area School District	Neighboring School Districts	Emotional Support (Middle School)	1
Wilson Area School District	Neighboring School Districts	Life Skills Support	3
Centennial School	Approved Private Schools	Emotional Support	7
Kidspeace/Salisbury School District	Other	Emotional Support	3
Bethlehem Area School District	Neighboring School Districts	Autistic Support	1
Wilson Area School District	Neighboring School Districts	Multi-Disabilities Support	1
Nazareth Area School District	Neighboring School Districts	Autistic Support	1
Bethlehem Area School District	Neighboring School Districts	Emotional Support (Elementary School)	1
Saucon Valley School District	Other	Autistic Support (High School)	4
Bethlehem Area School District	Neighboring School Districts	Multiple Disabilities Support (Elementary School)	1
Northampton Area School District	Neighboring School Districts	Life Skills Support	2
Easton Area School District	Neighboring School Districts	Autistic Support	1
Easton Area School District	Neighboring School Districts	Life Skills Support	2

Easton Area School District	Neighboring School Districts	Life Skills	1
Nazareth Area School District	Neighboring School Districts	Emotional Support	4
Wilson Area School District	Neighboring School Districts	Autistic Support (Intermediate School)	1
Easton Area School District	Neighboring School Districts	Emotional Support (Elementary School)	1
Bethlehem Area School District	Neighboring School Districts	Emotional Support (Middle School)	1
Bethlehem Area School District	Neighboring School Districts	Multiple Disabilities Support (Middle School)	1
Bethlehem Area School District	Neighboring School Districts	Emotional Support (High School)	1
Devereux West Chester School District	Approved Private Schools	Emotional Support	1
Carbon Lehigh Intermediate Unit/Lehigh County Enhanced Autism	Neighboring School Districts	Autistic Support	1
Saucon Valley School District	Instruction in the Home	Emotional Support	3

Special Education Program Profile

Program Position #1

        Operator: School District

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 6	6	1
Locations:				
Saucon Valley School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

        Operator: School District

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 7	8	1
Locations:				
Saucon Valley Elementary	An Elementary 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
Full-Time Special Education Class	Learning Support	7 to 7	7	0.9
Locations:				
Saucon Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	1	0.1
Locations:				
Saucon Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

> *Operator:* School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	1	0.2
Locations:				
Saucon Valley 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	8 to 9	13	0.8
Locations:				
Saucon Valley Elementary School	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	7	1
Locations:				
Saucon Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

> *Operator:* School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	4	0.2
Locations:				
Saucon Valley	An Elementary School	A building in which General Education		

Elementary School	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	12	0.8
Locations:				
Saucon Valley Elementary School	An Elementary 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	10 to 11	5	0.3
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	10	0.7
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	7	0.3
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	7	0.7
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	12 to 14	12	1

but More Than 20%)	Support			
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	0.3
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	0.7
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	6	0.3
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	11	0.7
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	2	0.2
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of	Age Range	Caseload	FTE

	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	14	0.8
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	5	1
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	3	0.2
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	11	0.8
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 16	2	0.2
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	10	0.8
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	8	0.5
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.5
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	6	0.5
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	7	0.5
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	2	0.2
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	11	0.8
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	5	0.3
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	9	0.7
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	5	0.5
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	6	0.5
Locations:				
Saucon Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	26	1
Locations:				
Saucon Valley School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	23	1
Locations:				
Saucon Valley	An Elementary School	A building in which General Education		

Elementary School	Building	programs are operated		

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 15	8	1
Justification: The Speech Therapist has both Middle School and High School students on her caseload. She does not provide therapy to the lowest age and highest age at the same time. The age range discrepancy is not a factor in providing service to the students on the caseload.				
Locations:				
Saucon Valley School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #24

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 9	8	1
Justification: IEP team determined since older student is still in elementary school the Least Restrictive Environment is in his neighborhood school.				
Locations:				
Saucon Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Physical Support	8 to 10	7	1
Locations:				
Saucon Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 13	8	1
Locations:				
Saucon Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	District Wide	1
Speech and Language Therapists	District Wide	3
School Psychologist	District Wide	3
Paraprofessionals	Various throughout the district	20

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therpist	Outside Contractor	1 Days
Certified Occupational Therapy Assistant	Outside Contractor	4 Days
Physical Therapist	Outside Contractor	1 Days
Behavior Specialist	Intermediate Unit	12.5 Hours
Hearing Support teacher	Intermediate Unit	60 Minutes
Vision Support Teacher	Intermediate Unit	60 Minutes

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:
The district needs to strengthen its instructional core program.
The district needs to work on closing achievement gaps.
The district needs to develop leadership capacity.
The district needs to develop a more safe and supportive environment.

District Accomplishments

Accomplishment #1:
For ELA, Math and Science PSSA results, all grades 3-8 score above the state average.

PSSA ELA Results

	16-17	State Avg	17-18	State Avg
3	77	64.6	76	63.5
4	63	60.9	69	59.8
5	72	59.6	74	59.4
6	67	63.6	74	62.5
7	72	59.5	68	61.9
8	63	58.9	79	61.5

PSSA Math Results

	16-17	State Avg	17-18	State Avg
3	57	54.5	67	54.1
4	46	46.6	49	43.5
5	50	43.8	51	45.2
6	52	40.3	54	39.6

7	54	37.8	50	38.9
8	44	32.5	59	31.1

PSSA Science Results

	16-17	State Avg	17-18	State Avg
4	86	74.5	70	75.5
8	70	52.7	78	53.9

District Concerns

Concern #1:

Our instructional core program is not ensuring that at least 80% of our students are proficient/advanced on state standards.

PSSA ELA Results

	16-17	17-18
3	77	76
4	63	69
5	72	74
6	67	74
7	72	68
8	63	79

PSSA Math Results

	16-17	17-18
3	57	67
4	46	49
5	50	51
6	52	54
7	54	50
8	44	59

PSSA Science Results

	16-17	17-18
4	86	70
8	70	78

Concern #2:

Systems Concerns: Leadership, Safe and Supportive Environment

Comprehensive Plan School System Survey Data

Percentage Responding No

	Elementary	Middle	High School
Is there a system within the school and district that enables the principal to serve as a strong instructional leader who, in partnership with the school community leads achievement growth and continuous improvement within the school?	75.86	72.73	55.56
Is there a system within the school that fully ensures a safe and supportive environment for all students and staff members?	66.76	48.15	24

Concern #3:

Saucon Valley SD must work to close the achievement gap among its subgroups. District-wide, state testing data show that sub group achievement does not mirror those of the non-minority population and has been this way for at least the last 3 years.   Example:

Closing the Achievement Gap – Math 5th Grade

	#Tested	15-16	#Tested	16-17	#Tested	17-18
White	139	61.2	152	55.3	117	56.4
Asian	4	75	2	50	4	100
Black or African	6	33.3	3	0	1	100

American						
Hispanic/Latino	11	45.4	7	28.6	17	17.6
Multi-racial	3	66.7	6	50	6	50
ED	47	38.3	49	34.7	50	32
EL	2	0	4	25	2	0
IEP	31	16.1	32	21.9	27	18.5
HU	62	33.9	66	33.3	60	30

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

   Aligned Concerns:

   Systems Concerns: Leadership, Safe and Supportive Environment

   Comprehensive Plan School System Survey Data

   Percentage Responding No

	Elementary	**Middle**	**High School**
Is there a system within the school and district that enables the principal to serve as a strong instructional leader who, in partnership with the school community leads achievement growth and continuous improvement within the school?	75.86	72.73	55.56
Is there a system within the school that fully ensures a	66.76	48.15	24

safe and supportive environment for all students and staff members?			

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

Aligned Concerns:

Our instructional core program is not ensuring that at least 80% of our students are proficient/advanced on state standards.

PSSA ELA Results

	16-17	17-18
3	77	76
4	63	69
5	72	74
6	67	74
7	72	68
8	63	79

PSSA Math Results

	16-17	17-18
3	57	67
4	46	49
5	50	51
6	52	54
7	54	50
8	44	59

PSSA Science Results

	16-17	17-18
4	86	70
8	70	78

Systems Concerns: Leadership, Safe and Supportive Environment

Comprehensive Plan School System Survey Data

Percentage Responding No

	Elementary	Middle	High School
Is there a system within the school and district that enables the principal to serve as a strong instructional leader who, in partnership with the school community leads achievement growth and continuous improvement within the school?	75.86	72.73	55.56
Is there a system within the school that fully ensures a safe and supportive environment for all students and staff members?	66.76	48.15	24

Saucon Valley SD must work to close the achievement gap among its subgroups. District-wide, state testing data show that sub group achievement does not mirror those of the non-minority population and has been this way for at least the last 3 years.   Example:

Closing the Achievement Gap – Math 5th Grade

	#Tested	15-16	#Tested	16-17	#Tested	17-18
White	139	61.2	152	55.3	117	56.4
Asian	4	75	2	50	4	100
Black or African American	6	33.3	3	0	1	100
Hispanic/Latino	11	45.4	7	28.6	17	17.6
Mult-racial	3	66.7	6	50	6	50
ED	47	38.3	49	34.7	50	32
EL	2	]0	4	25	2	0

IEP	31	16.1	32	21.9	27	18.5
HU	62	33.9	66	33.3	60	30

Systemic Challenge #3 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

   Aligned Concerns:

   Our instructional core program is not ensuring that at least 80% of our students are proficient/advanced on state standards.

   PSSA ELA Results

	16-17	17-18
3	77	76
4	63	69
5	72	74
6	67	74
7	72	68
8	63	79

   PSSA Math Results

	16-17	17-18
3	57	67
4	46	49
5	50	51
6	52	54
7	54	50
8	44	59

   PSSA Science Results

	16-17	17-18
4	86	70
8	70	78

Systems Concerns: Leadership, Safe and Supportive Environment

Comprehensive Plan School System Survey Data

Percentage Responding No

	Elementary	Middle	High School
Is there a system within the school and district that enables the principal to serve as a strong instructional leader who, in partnership with the school community leads achievement growth and continuous improvement within the school?	75.86	72.73	55.56
Is there a system within the school that fully ensures a safe and supportive environment for all students and staff members?	66.76	48.15	24

Saucon Valley SD must work to close the achievement gap among its subgroups. District-wide, state testing data show that sub group achievement does not mirror those of the non-minority population and has been this way for at least the last 3 years.   Example:

Closing the Achievement Gap – Math 5th Grade

	#Tested	15-16	#Tested	16-17	#Tested	17-18
White	139	61.2	152	55.3	117	56.4
Asian	4	75	2	50	4	100
Black or African American	6	33.3	3	0	1	100
Hispanic/Latino	11	45.4	7	28.6	17	17.6
Multi-racial	3	66.7	6	50	6	50

ED	47	38.3	49	34.7	50	32
EL	2	0	4	25	2	0
IEP	31	16.1	32	21.9	27	18.5
HU	62	33.9	66	33.3	60	30

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:

Our instructional core program is not ensuring that at least 80% of our students are proficient/advanced on state standards.

PSSA ELA Results

	16-17	**17-18**
3	77	76
4	63	69
5	72	74
6	67	74
7	72	68
8	63	79

PSSA Math Results

	16-17	**17-18**
3	57	67
4	46	49
5	50	51
6	52	54
7	54	50
8	44	59

PSSA Science Results

	16-	**17-**

	17	18
4	86	70
8	70	78

Systems Concerns: Leadership, Safe and Supportive Environment

Comprehensive Plan School System Survey Data

Percentage Responding No

	Elementary	**Middle**	**High School**
Is there a system within the school and district that enables the principal to serve as a strong instructional leader who, in partnership with the school community leads achievement growth and continuous improvement within the school?	75.86	72.73	55.56
Is there a system within the school that fully ensures a safe and supportive environment for all students and staff members?	66.76	48.15	24

Saucon Valley SD must work to close the achievement gap among its subgroups. District-wide, state testing data show that sub group achievement does not mirror those of the non-minority population and has been this way for at least the last 3 years.   Example:

Closing the Achievement Gap – Math 5th Grade

	#Tested	15-16	#Tested	16-17	#Tested	17-18
White	139	61.2	152	55.3	117	56.4
Asian	4	75	2	50	4	100
Black or African	6	33.3	3	0	1	100

American						
Hispanic/Latino	11	45.4	7	28.6	17	17.6
Multi-racial	3	66.7	6	50	6	50
ED	47	38.3	49	34.7	50	32
EL	2	0	4	25	2	0
IEP	31	16.1	32	21.9	27	18.5
HU	62	33.9	66	33.3	60	30

Systemic Challenge #5 *(Guiding Question #11)* Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Aligned Concerns:

Systems Concerns: Leadership, Safe and Supportive Environment

Comprehensive Plan School System Survey Data

Percentage Responding No

	Elementary	Middle	High School
Is there a system within the school and district that enables the principal to serve as a strong instructional leader who, in partnership with the school community leads achievement growth and continuous improvement within the school?	75.86	72.73	55.56
Is there a system within the school that fully ensures a safe and supportive environment for all students and staff members?	66.76	48.15	24

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

Aligned Concerns:

Our instructional core program is not ensuring that at least 80% of our students are proficient/advanced on state standards.

PSSA ELA Results

	16-17	17-18
3	77	76
4	63	69
5	72	74
6	67	74
7	72	68
8	63	79

PSSA Math Results

	16-17	17-18
3	57	67
4	46	49
5	50	51
6	52	54
7	54	50
8	44	59

PSSA Science Results

	16-17	17-18
4	86	70
8	70	78

Systems Concerns: Leadership, Safe and Supportive Environment

Comprehensive Plan School System Survey Data

Percentage Responding No

		Elementary	Middle	High School
	Is there a system within the school and district that enables the principal to serve as a strong instructional leader who, in partnership with the school community leads achievement growth and continuous improvement within the school?	75.86	72.73	55.56
	Is there a system within the school that fully ensures a safe and supportive environment for all students and staff members?	66.76	48.15	24

Saucon Valley SD must work to close the achievement gap among its subgroups. District-wide, state testing data show that sub group achievement does not mirror those of the non-minority population and has been this way for at least the last 3 years.   Example:

Closing the Achievement Gap – Math 5th Grade

	#Tested	15-16	#Tested	16-17	#Tested	17-18
White	139	61.2	152	55.3	117	56.4
Asian	4	75	2	50	4	100
Black or African American	6	33.3	3	0	1	100
Hispanic/Latino	11	45.4	7	28.6	17	17.6
Multi-racial	3	66.7	6	50	6	50
ED	47	38.3	49	34.7	50	32
EL	2	0	4	25	2	0
IEP	31	16.1	32	21.9	27	18.5
HU	62	33.9	66	33.3	60	30

District Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students and staff.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: PA Testing Data: Keystones, PSSAs, PASAs, WIDA, Future Ready Index, Graduation Rate

Specific Targets: By June 30, 2022, continued reading, math and science achievement above state averages across all grade levels assessed.

Reading, math and science achievement at a minimum of 80% proficient/advanced by June 2022

Achievement of all state interim targets annually as determined through the Future Ready Index.

BOY and MOY MAP assessment data consistent with the goal of 80% by June of 2022.

SAT and AP data consistent with the top 15% of high schools statewide.

Strategies:

Multi-tiered System of Support (MTSS) District-wide

Description:

An effective MTSS model begins with quality core instruction that adequately addresses the needs of most of the students. In this model, interventions will be highly and correctly targeted in order to be effective to ensure that all students are receiving the academic and behavioral supports necessary.

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

Challenge and Rigor

Description:

Educating prospective citizens includes offering the appropriate level of challenge within a rigorous curriculum while, from an equity lens, ensuring that all students have access to a rigorous curriculum.

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

Safe and Supportive Environment; Culture and Climate

Description:

Strong and positive school cultures and climates are the foundations of high quality learning environments and create the conditions for effective teaching and learning to occur (aesimpact.org).

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

MTSS Integration District-wide

Description:

1. Utilize data to identify and monitor achievement and access gaps and those students needing support and extension.

2. Ensure the effectiveness of Tier 1.

3. Identify and deploy as appropriate Tier 2 and 3 supports.

4. Develop district-wide consistency in the administration of the student code of conduct at each level (i.e. Bullying, Harassment, etc)

5. Consider introducing a pilot program to utilize universal screeners to assess mental health needs

6. Implement strategies to address student mental health needs K -12.

7. Utilize outside agencies to provide behavioral health assessments K -12 as needed

8. Conduct routine Student Assistance Program (SAP) maintenance training to result in effective functioning of Elementary, Middle, and High School SAP Teams.

9. Monitor effectiveness of supports and transition of students through MTSS district-wide.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s): Special Education, Student Services

Supported Strategies: None selected

Challenge and Rigor

Description:

1. Ensure challenging and rigorous educational opportunities equitably exist for all students K-12.

- Curriculum Opportunities
- Student Leadership Opportunities

2. Leverage Early Learning opportunities

- Early learning (Pre-K); parent training and resources to support learning
- Early Literacy plan with community resource partners to close gaps prior to entering school
- Continue to implement P3 Grant

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s): Special Education, Student Services

Supported Strategies: None selected

Culture and Climate

Description:

1. Used Shared Values to establish and facilitate a formal and informal culture of feedback and accountability based on these values.

2. Provide opportunities for administrators, teachers and district employees to establish/build a culture of trust and positive climate at all levels. Engage in crucial conversations when needed.

3. Address equity for all stakeholders.

4. Support those elements that are positive and address issues of negativity directly.

5. Establish a yearly schedule of survey/social gatherings to include all stakeholders.

6. Hold regular workshops internally for learning, professional and interpersonal interaction and collaboration.

7. Foster the development of student leadership K-12 and civic responsibility by empowering students to assume leadership roles

(committee participation) and as appropriate contribute to decision-making.

- National Association of Secondary School Principals - Raising Student Voice and Participation (NASSP -RSVP)
- Ensure that participants represent a cross section of the student population

8. Foster the development of staff leadership K-12 empowering staff to assume leadership roles (committee participation) and as appropriate contribute to decision-making. Create process for recognition, support and sharing successes.

9. Monitor and culture, climate and morale district-wide.

Start Date: 8/30/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies: None selected

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Annual

Data Source: PA Testing Data: Keystones, PSSAs, PASAs, WIDA, Future Ready Index, Graduation Rate

Specific Targets: By June 30, 2022, continued reading, math and science achievement above state averages across all grade levels assessed

Reading, math and science achievement at at least 80% proficient/advanced

Achievement of all state interim targets each year

Type: Annual

Data Source: School System Surveys

Specific Targets: Increases in positive ratings in both systems: leadership and safe and supportive environments

Strategies:

Communication

Description:

A focus on communications, both internal and external, and implementation of systematic practices of communication can build trust, increase motivation, and set expectations for the district/school's initiatives, thereby strengthening leadership and impacting learning positively.

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

Curriculum Development

Description:

Regular and consistent curriculum review ensures alignment to pertinent standards, reflects world knowledge and provides the framework for teaching reasoning, problem solving and collaboration skills as well as relevant dispositions (e.g., perseverance, resilience).

SAS Alignment: Curriculum Framework, Materials & Resources, Standards

Instructional Leadership

Description:

Systematic school improvement can occur with strong instructional leaders who, in partnership with the school community (students, staff, parents, community, etc.) lead achievement growth and continuous improvement within the school.

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

Instructional Strategies

Description:

Personalized Learning teaching strategies as a methodology would help teachers and administrators improve instruction, individualize learning, differentiate instruction, and increase student engagement in pursuit of instructional excellence in every classroom.

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

Implementation Steps:

Communication

Description:

1. Provide ongoing district-wide communication of mission, vision and goals of the comprehensive plan through a variety of media sources - detailing purposes of initiatives and alignment to goals.

2. Ensure that all district work is aligned with and guided by the mission/vision and goals of the comprehensive plan.   Communicate this alignment.

3. Implement and monitor a district-wide Communications Plan to strengthen communication for all, to include having a process/protocol for proactive communication. Train stakeholders on process/protocol. Set expectations for tasks and initiatives involving faculty and leadership

4. Create consistent process/protocol for internal and external communications.

5. Create system to communicate and monitor follow-through

6. Educate stakeholders to understand parameters when there is an issue that needs to be communicated. Limits of transparency.

7. Consider and leverage branding of the district through work on communications.

8. Create tailored vision for students as appropriate.

9. Communicate and celebrate successes frequently, publicly, internally (staff/students) through various means and methods.

Start Date: 4/30/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies: None selected

Curriculum Development

Description:

1. Provide ongoing review of K-12 curricula to ensure level of rigor and challenge. Ensure that district curricula and programming emulates excellence in quality while meeting state standards.

2. Reset curriculum cycle.

3. Provide ongoing review of K-12 curricula to ensure integration and implementation of College and Career Readiness Standards, technology integration International Society for Technology Education (ISTE) standards and culturally responsive/equity lens.

4. Explore (and possibly implement) K-12 social skills curriculum re: PA Career Ready Continuum

5. Examine/Review core K-2 program (Language Arts).

6. Ensure that materials review includes a look at the integration of technology, career readiness, equity/cultural responsiveness.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Instructional Leadership

Description:

1. Ensure K-12 committee structures are utilized by building and district leaders when possible to encourage engagement from stakeholders.

2. Continue to plan, design, and implement professional development activities for district and building administrators focused on leadership, the use of multiple forms of data, evaluation/supervision of staff, communication and use of technology

- Continue to use Compass Courses
- Focus on Integration of Technology to transform learning
- District focus on Personalized Learning and Digital Literacy

3. Focus on the Technological Pedagogical Content Knowledge (TPACK), the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology.

4. Ensure effective preparation and implementation of the annual district budget in support of educational programming, extra-curricular activities, and all other district affairs, including effective utilization of human and financial resources.

Start Date: 8/19/2019   **End Date:** 6/30/2022

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

Supported Strategies: None selected

Instructional Strategies

Description:

1. Plan, design, and implement meaningful and relevant K-12 professional development activities for faculty such that "best practices" are embedded and modeled. Provide Act 48 hours for faculty through internal professional development activities. District-wide focus is personalized learning.

2. Continue work with pathways/courses. Expand to include additional faculty.

3. Focus on the Technological Pedagogical Content Knowledge (TPACK), the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology.

4. Check for fidelity. Provide feedback.

Start Date: 4/30/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students and staff.	

Start	End	Title	Description
8/30/2019	6/30/2022	Culture and Climate	1. Used Shared Values to establish and facilitate a formal and informal culture of feedback and accountability based on these values. 2. Provide opportunities for administrators, teachers and district employees to establish/build a culture of trust and positive climate at all levels. Engage in crucial conversations when needed. 3. Address equity for all stakeholders. 4. Support those elements that are positive and address issues of negativity directly. 5. Establish a yearly schedule of survey/social gatherings to include all stakeholders. 6. Hold regular workshops internally for learning, professional and interpersonal interaction and collaboration.

7. Foster the development of student leadership K-12 and civic responsibility by empowering students to assume leadership roles (committee participation) and as appropriate contribute to decision-making.

- National Association of Secondary School Principals - Raising Student Voice and Participation (NASSP -RSVP)
- Ensure that participants represent a cross section of the student population

8. Foster the development of staff leadership K-12 empowering staff to assume leadership roles (committee participation) and as appropriate contribute to decision-making. Create process for recognition, support and sharing successes.

9. Monitor and culture, climate and morale district-wide.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Federal Programs, Assessment and PD, Building Administration, the Administrative Team	1.0	3	60	SVSD	School Entity	Yes

Knowledge	asdfasdf
Supportive Research	asdfasdf

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

Professional Learning Communities

Training Format

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

Follow-up Activities   Journaling and reflecting

Evaluation Methods   Participant survey

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

Start	End	Title	Description
4/30/2019	6/30/2022	Communication	1. Provide ongoing district-wide communication of mission, vision and goals of the comprehensive plan through a variety of media sources - detailing purposes of initiatives and alignment to goals. 2. Ensure that all district work is aligned with and guided by the mission/vision and goals of the comprehensive plan. Communicate this alignment. 3. Implement and monitor a district-wide Communications Plan to strengthen communication for all, to include having a process/protocol for proactive communication. Train stakeholders on process/protocol. Set expectations for tasks and initiatives involving faculty and leadership 4. Create consistent process/protocol for internal and external communications. 5. Create system to communicate and monitor follow-through 6. Educate stakeholders to understand parameters when there is an issue that needs to be communicated. Limits of transparency. 7. Consider and leverage branding of the district through work on communications. 8. Create tailored vision for students as appropriate. 9. Communicate and celebrate successes frequently, publicly, internally

(staff/students) through various means and methods.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Federal Programs, Assessment and PD, Building Administration, Administrative Team	1.0	3	60	SVSD	School Entity	Yes

Knowledge

Stakeholders will gain skills necessary to communicate effectively, clearly and reliably using the appropriate tools and channels identified by the district.

"Leading change requires the use of a diverse set of communication techniques to deliver appropriate messages, solicit feedback, create readiness for change along with a sense of urgency, and motivate recipients to act" (Gilley, A., Gilley, J.W., McMillian, H.S. (2009).

Supportive Research

Effective communication creates effective teams that can achieve the school's mission and vision and address challenges that arise through:

Psychological safety: Team members feel safe to take risks and be vulnerable,

Dependability: Members reliably complete quality work on time,

Structure and clarity: Members have clear roles, plans and goals,

Meaning: There's a sense of purpose in the work or the output and

Impact: Work is making a difference.

https://trainingindustry.com/articles/leadership/effective-leadership-communication-creates-effective-teams/)

Designed to Accomplish

| For classroom teachers, school counselors and education specialists: | Empowers educators to work effectively with parents and community partners. |

| For school and district administrators, and other educators seeking leadership roles: | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results. |

Training Format

Series of Workshops
Online-Asynchronous

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

Parents

Follow-up Activities	Increased usage/integration of communication channels.	Evaluation Methods	Social Media Usage

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

Start	End	Title	Description
8/19/2019	6/30/2022	Curriculum Development	1. Provide ongoing review of K-12 curricula to ensure level of rigor and challenge. Ensure that district curricula and programming emulates excellence in quality while meeting state standards. 2. Reset curriculum cycle. 3. Provide ongoing review of K-12 curricula to ensure integration and implementation of College and Career Readiness Standards, technology integration International Society for Technology Education (ISTE) standards and culturally responsive/equity lens. 4. Explore (and possibly implement) K-12 social skills curriculum re: PA Career Ready Continuum 5. Examine/Review core K-2 program (Language Arts).

6. Ensure that materials review includes a look at the integration of technology, career readiness, equity/cultural responsiveness.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent, Director of Special Education, Supervisor of Federal Programs, Assessment and PD, Building Administration, Director of Technology, Technology Team	3.0	3	60	SVSD	School Entity	Yes

Knowledge   Faculty members and administration

Supportive Research   asdfasdfad

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Online-Asynchronous
Professional Learning Communities

Participant Roles

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

School counselors
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

Analysis of student work, with administrator and/or peers
Peer-to-peer lesson discussion
Lesson modeling with mentoring
Joint planning period activities
Journaling and reflecting

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data

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

Start	End	Title	Description
8/19/2019	6/30/2022	Instructional Leadership	1. Ensure K-12 committee structures are utilized by building and district leaders when possible to encourage engagement from stakeholders. 2. Continue to plan, design, and implement professional development activities for district and building administrators focused on leadership, the use of multiple forms of data, evaluation/supervision of staff, communication and use of technology • Continue to use Compass Courses • Focus on Integration of Technology to transform learning • District focus on Personalized Learning and Digital Literacy 3. Focus on the Technological Pedagogical Content Knowledge (TPACK), the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology. 4. Ensure effective preparation and implementation of the annual district budget in support of educational programming, extra-curricular activities, and all other district affairs, including effective utilization of human and financial resources.

Person Responsible	SH	S	EP	Provider	Type	App.

Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Federal Programs, Assessment and PD, Building Administration, the Administrative Team	2.0	12	15	SVSD		School Entity	Yes

Knowledge

Administrative team members will gain knowledge:

how technology can transform instruction (SAMR, TPACK, digital literacy)

what to look for re: techonology when visiting classrooms and how to give feedback to teachers

Supportive Research

Effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Research conducted by King (2002), Elmore (2000), and Spillane, Halverson, and Diamond (2000) confirms that this important role extends beyond the scope of the school principal to involve other leaders as well. The key players in instructional leadership include the following:

1) Central office personnel (superintendent, curriculum coordinators, etc.)

2) Principals and assistant principals

3) Instructional coaches

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

Training Format

Online-Asynchronous
Professional Learning Communities

Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

mentoring

Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data

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

Start	End	Title	Description
4/30/2019	6/30/2022	Instructional Strategies	1. Plan, design, and implement meaningful and relevant K-12 professional development activities for faculty such that "best practices" are embedded and modeled. Provide Act 48 hours for faculty through internal professional development activities. District-wide focus is personalized learning. 2. Continue work with pathways/courses. Expand to include additional faculty. 3. Focus on the Technological Pedagogical Content Knowledge (TPACK), the set of knowledge that teachers need to teach their students a subject, teach effectively, and use technology. 4. Check for fidelity. Provide feedback.

Person Responsible	SH	S	EP	Provider	Type	App.

Superintendent, Assistant Superintendent, Director of Special Education, Supervisor of Federal Programs, Assessment and PD, Building Administration, the Administrative Team	3.0	6	60	SVSD	School Entity	Yes

Knowledge

Participants will lern strategies to increase presonalized learning and differentiation in lesson planning and implementation.

Supportive Research

Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. Instructional strategies can: • motivate students and help them focus attention • organize information for understanding and remembering • monitor and assess learning. Health and Life Skills Guide to Implementation (K–9) Instructional Strategies /67 ©Alberta Learning, Alberta, Canada

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	LEA Whole Group Presentation Series of Workshops Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir 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 involvement of administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Creating lessons to meet varied student learning styles

Lesson modeling with mentoring

Joint planning period activities

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

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 or 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 Michael Karabin on 5/1/2018

Board President

Affirmed by Craig Butler on 5/1/2018

Superintendent/Chief Executive Officer