Fannett-Metal SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

14823 Path Valley Road
P.O. Box 91
Willow Hill, PA 17271
(717)349-7172
Superintendent: David Burkett
Director of Special Education: Holly Varner

Planning Process

The exxisting structure were followed during the planning process to develop this plan and incorporated comprehensive planning in its goals and activities. Comprehensive planning for the District has been an on-going effort occurring within administrative team meetings, leadership committee activities, business and community partnerships and school board discussions thus using existing structures to devlop this plan. Fannett-Metal acknowledges that we would like to be able to update our facilities, renew our curriculum to its fullest and provide expanded opportunities for our students. Even so, we are realistic in our thinking and know that this type of progression is challenging when faced with limited resources. Our focus has been narrowed to student success in the core academics of math, reading and science. State funding has remained leveled, local sources of revenue are limited, and legislative uncertainty with a new school funding formula, cyber education and rising pension cost provide little relief.

Even so, within this computer-based module, the State has developed a useful vehicle for which to capture a school district's plan for the future. The reality is that small districts must take a short-term, budget-to-budget approach, to comprehensive planning. This is the only manner in which we can properly prepare for our future.

Mission Statement

In a safe and supportive environment, educate and empower all students to reach their personal and professional goals.

Vision Statement

Continue to offer a wide variety of career and educational opportunities that are relevant for the 21st century.

Enhance programs that teach civic responsibilities, and build character traits, promote positive social norms, and foster resiliency.

Shared Values

Shared Values

The Board of School Directors, Administrators, Faculty, and Staff are committed to the following:

<u>Learning for All</u>

Our district focuses on quality instruction that promotes the highest level of attainable achievement for each student.

<u>Respectful Relationships</u>

We create an environment that respects all people, regardless of race, culture, ability, location, gender or socioeconomic status.

<u>Collaboration and Cooperation</u>

All of our resources, plans, and actions are dedicated to meeting the needs of our educational community.

<u>Shared Leadership</u>

We share mutual responsibility with our educational community for the academic success for each student in the district.

Specific Planning Themes

1. Expand Learning Opportunities for Students.

2. Effectively Collect and Analyze Data.

3. Support for Teacher Initiatives within the Classroom.

4. Provide a Safe and Supportive School Environment.

Educational Community

The Fannett-Metal School District exists in a rural community that can be classified as possessing a lower-mid economic status. Industry is virtually non-existent in the district which definitely affects our ability to collect local revenue. Our community resources are agricultural, particularly farming and wood processing. However, the school is a major part of the local community. It serves as the major community resource center for area gatherings and events. School activities are a focal point for the community. It serves as the only refuge facility for area emergencies or weather events.

The district serves 480 students of which 181 (38%) are classified as low income. Eighty-three students (17%) have special needs. The district has experienced declining enrollment over the last 12 years. The elementary school provides space for a Pre-K program operated by the Franklin County Head Start. Our high school was built in 1954 and has had no renovation other than the addition of a library in 2003. The elementary school was built in 1974.

The school offers to its students early-to-college classes, career and technical studies, and an interscholastic sports program. From a community standpoint, the school is used as a center for various civic and community events. The Fannett-Metal Education Foundation and Friends of Fannett-Metal Athletics organizations provide very valuable support to the school's financial needs as other revenue sources continue to fall short.

The Fannett-Metal School District is respected within the community with a loyalty among its constituents that may not be present in some larger schools. The community has always taken pride in the school's ability to overcome the challenges associated with being a small, rural entity and has been very protective of its existence and presence within Northern Franklin County.

Planning Committee

Name	Role
David Burkett	Administrator : Professional Education Special Education
Stephanie Shoemaker	Administrator : Professional Education Special Education
Dave Zula	Administrator : Professional Education Special Education
Bonnie Cornelious	Board Member : Professional Education
John Sideras	Business Representative : Professional Education
Bill Swailes	Business Representative : Professional Education
Meagan Boozer	Community Representative : Professional Education
Sue Rosenberry	Community Representative : Professional Education Schoolwide Plan
Holly Varner	Ed Specialist - Other : Professional Education

	Special Education
Lesley Kuhn	Ed Specialist - School Counselor : Professional Education
Teresa Barnish	Ed Specialist - School Nurse : Professional Education
Ron Deguffroy	Ed Specialist - School Psychologist : Professional Education Special Education
Nikki Burdge	Elementary School Teacher - Regular Education : Special Education
Shawna Coble	Elementary School Teacher - Regular Education : Professional Education
Lisa Smith	Elementary School Teacher - Regular Education : Professional Education
Mindy Hill	High School Teacher - Regular Education : Professional Education
Tom Otis	High School Teacher - Special Education : Professional Education Special Education
Denise Rosenberry	Middle School Teacher - Regular Education : Professional Education
Sarah Sollenberger	Middle School Teacher - Regular Education : Professional Education
Stephanie Glodek	Parent : Professional Education
Lori Martin	Parent : Professional Education
Daniel Simpson	Parent : Special Education
Heather Sites	Parent : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Due to the nature of our school and the focus that we must place on the core academics, a number of areas marked are not in existence. We have no ESL students, although a secondary special education teacher is emergency certified as our ESL instructor while currently working on his/her certification. Additionally, our secondary Spanish teacher is emergency certified as the school librarian.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing

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

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

Due to the nature of our school and the focus that we must place on the core academics, a number of areas marked are not in existence. We have no ESL students, although a secondary special education teacher is emergency certified as our ESL instructor while currently working on his/her certification. Additionally, our secondary Spanish teacher is emergency certified as the school librarian.

Middle Level

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

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

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

The Fannett-Metal School District was forced to undergo a number of program closures due to economic hardship during 2011-12 school term. Since then, many of the areas that were listed previously as non existent have been reintegrated into our middle and high school curricula.

High School Level

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

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

While it would be admirable for a small school district to offer a large array of offerings as listed above, funding and staff prevent significant curriculum growth. We have no ESL students although our senior high Special Education teacher is dual certified in Special Education and currently is working on his ELL certification.

Adaptations

Elementary Education-Primary Level

Checked answers
- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

Unchecked answers
> None.

Elementary Education-Intermediate Level

Checked answers
- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

Unchecked answers
> None.

Middle Level

Checked answers
- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

Curriculum re-alignment and assessment update in the Common Core Standards have been our major focus and will continue to be a priority as long as school performance and teacher effectiveness are measured using these criteria.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Much of our teacher in-service time is devoted to curriculum re-alignment and assessment update. Curriculum re-alignment and assessment update in the Common Core Standards have been our major focus and will continue to be a priority as long as school performance

profiling and teacher effectiveness continue to be the major indicators of educational success in the Commonwealth.

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

None

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

See above - Curriculum re-alignment and assessment update in the Common Core Standards have been our major focus and will continue to be a priority as long as school performance and teacher effectiveness are measured using these criteria.

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

None

Middle Level

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

Processes used to ensure Accomplishment:

See above - Curriculum re-alignment and assessment update in the Common Core Standards have been our major focus and will continue to be a priority as long as school performance and teacher effectiveness are measured using these criteria.

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

None

High School Level

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

Processes used to ensure Accomplishment:

See above - Curriculum re-alignment and assessment update in the Common Core Standards have been our major focus and will continue to be a priority as long as school performance and teacher effectiveness are measured using these criteria.

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

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.

Through compliance monitoring efforts, we have been provided with a focus on implementing more varied strategies to accommodate the needs of all students, We have implemented such initiatives as differentiated instruction and co-teaching methods to support students of all ability levels within the regular classroom environment. All teachers also have developed planned instruction that takes into consideration the specific needs of each child through specially designed instruction. Academic intervention/enrichment periods have been established for all students where they can receive support to help master the rigorous standards aligned curriculum that is being built.

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 district uses a differentiated model for which teachers cycle through traditional, peer, and self-directed forms of evaluation over a three year period. Non-tenured teachers must go through the traditional method. Within this framework formal classroom observations are conducted by administrators. Walkthroughs are utilized by administrators both in traditional and collaborative manners. Additionally, each professional educator structures a Student Learning Objective (SLO) with the collaboration of the building administrator. All differentiated supervision efforts are aligned with the Danielson model within the teacher effectiveness system.

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

We do not have a formal instructional coaching strategy due to our small staff size and limited financial resources. Time and availability of staff during contracted periods of time are limited and resources are not available to implement any instructional coaching system other than what may informally exist within collaborative efforts or the mentoring of new teachers. Targeted coaching and supervision may be provided when specific concerns are identified.

Responsiveness to Student Needs

Elementary Education-Primary 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

All instructional practices are occurring more than 50% of the time.

Elementary Education-Intermediate 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

All instructional practices are occurring more than 50% of the time.

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

All instructional practices are occurring more than 50% of the time.

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

All instructional practices are occurring more than 50% of the time.

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.

As a small, rural and remote school district with a lower than average salary scale, we are very fortunate to have had good, qualified candidates apply for our open positions.

Recruiting and assigning the most effective and highly qualified teachers remains a goal of the district, but it can be quite challenging considering our demographics and ability to compete with other area school districts offering more lucrative employment opportunities. Wherever possible, we hire dual certified individuals who are able to teach across curricular lines. A goal that we have is to implement a continuing professional development plan that will help our teachers maintain the requirements associated with teacher effectiveness as well as maintain highly qualified status.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.50	1.50	1.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use

of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

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

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

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

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

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

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

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

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X			X	
Career Education and Work		X			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						
Environment and Ecology		X			X	
Family and Consumer Sciences						
Geography		X			X	
Health, Safety and Physical Education		X			X	
History		X			X	
Science and Technology and Engineering Education		X			X	
World Language		X			X	

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
End of Lesson	X	X	X	X
End of Unit	X	X	X	X
Mid-Term	X	X	X	X
Final	X	X	X	X
Project	X	X	X	X
Standardized		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
QRI		X		
DRA	X			
AIMS Web	X	X		
I-Station	X			
CCC	X	X		
Study Island	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Developed	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Test		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				
Department Supervisor Review			X	
Professional Learning Community Review	X	X	X	
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Assessments are annually reviewed by faculty to assure alignment to curriculum at the grade and building levels. Teachers focus on alignment activities during Act 80, teacher in-service, and professional learning community time. Trainers from the Lincoln Intermediate Unit have been utilized to facilitate our efforts.

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.

Since 2013-14, we have had locally developed assessments and state prescribed assessments. Efforts to cross over and align were controlled and supervised by the building adminnstrator. Our current district-wide professional development efforts are designed to bring both extremes together in order to create locally developed assessments aligned to curriculum and the state standards across grades and subject areas K-12.

Collection and Dissemination

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

We have an assessment calendar that we follow which guides data collection efforts through our Performance Tracker system. Teachers are able to analyze and plan for interventions and enrichment activities using this data. Our daily schedule at the elementary and middle school levels allows for Professional Learning Communities providing teachers consolidated time to analyze data.

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.

Teachers use the data collected in our Performance Tracker system during PLC time to analyze data and realign instructional groupings in order to focus enrichment and intervention activities to meet student needs.

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.

Through an ongoing data analysis process during PLC times and professional development days, teachers review student progress and implement instructional strategies that ensure that all students are progressing toward skill mastery.

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

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		
Newsletters	X	X		
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The school district receives summative assessment results from the PA Department of Education and then informs the public through various methods which include letters to parents, response to media inquiries, posting on websites and directing parents to other resources available. Teachers meet individually with students on assessments, particularly those not meeting proficiency, and individual meetings occur with parents through existing methods to include IST, IEP, and parent-teacher meetings.

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

Due to the fact that we do not have a Public Relations Department within our small, rural school, we, at this point of time, have no plans to expand upon our current strategies.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The elementary school is a Title I school wide program, which addresses the needs of the students based on state and local assessment results. Interventions are implemented by

classroom teachers and reading/math specialists to improve areas where skills are deficient. The Title I specialists focus on providing small group and/or individual support for identified learners based on performance shortcomings. Ongoing professional development is provided for all teachers on how to incorporate differentiated teaching methods into instruction. In addition, ongoing intervention programming webinars are utilized to ensure implementation fidelity and further development of instructional strategies.

At the secondary level, the master schedule has seen several classes added that enhances instruction for the target group through delivery of applied and integrated coursework. Instructional time in the master schedule was maximized to better meet the needs of all the students. Through scheduling flexibility, students are able to receive more remediation classes. Various staff committees complement pupil services through the implementation of Instructional Support, Student Assistance Program, School Attendance Improvement Plan, etc. A longitudinal review of curriculum is occurring across individual and multiple subjects to better assist the delivery of curriculum.

Programs, Strategies and Actions

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

Safety and violence prevention are embedded within the regular Health curricula and through focused presentations on selected topics by various presenters. A formal Peer Helper program is not in place; however, targeted students are identified on a case-by-case basis and assigned a buddy.
A formal school resource officer is not financially feasible for a district the size of Fannett-Metal. Given our distance from a State Police barracks and the fact that there is no local

police force, there is considerable legitimate concern about delays in responding to a significant safety issue on campus. Talks will continue at the administrative level regarding safety and continual reviews of protocols to maximize campus-wide security measures are on-going.

A trained and functioning Student Assistance Program exists in the secondary school building and training is currently in place to establish an Elementary School SAP program. By the time this document is finalized, Elementary School SAP will have been active for several months.

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.)

Notice is provided on the district website, in the student handbook, and referenced within district policy. Additionally, informational brochures describing the gifted program are available within district offices.

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

Fannett-Metal School District utilizes the Instructional Support Team model for the identification of students who are thought to be demonstrating gifted abilities. Teachers are required to review student data on a regular basis and those students demonstrating gifted abilities are referred for consideration. The team reviews multiple sources of data. If it is determined that the student may be exhibiting gifted abilities, an appropriate referral for additional formalized assessment is started. Of course, parents may refer a child at any point, but the advantage of using the IST process is that this team can begin to develop enrichment activities for the student regardless of the evaluation outcome.

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

Once a student is referred for assessment of potential gifted abilities a variety of criteria are utilized to determine eligibility and need. No one single measure is used to make the determination although measures of intelligence, formal academic achievement, and information from both the student's parents and teachers are included as part of the evaluation. Additionally, local and state assessment proficiency levels are reviewed as are student strengths and interests (i.e. musical talent, higher level thinking skills, etc.). There may be items or events in the student's history that are masking gifted ability. These possibilities are considered as part of the overall eligibility determination.

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.

Due to the size of the student population at Fannett-Metal School District, relatively few are identified as needing specialized services for gifted abilities. Therefore, gifted education becomes a part-time assignment on an instructor's schedule, and the teacher is then

charged with meeting the goals of the Gifted Individualized Education Program (GIEP). Student need may be met through a variety of programs including curricular enrichment within the regular education classroom, "pull out" services on select topics of intense interest to the student, as well as community activities that provide deeper learning experiences. Additionally, students may have the opportunity for individualized special projects as a means to enhance their personal growth.

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
Health Screenings	X	X	X	X
Individual Student Planning		X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X
School-Based Mental Health (TrueNorth Wellness)	X	X	X	X
Women In Need (Various Topics / Programs)		X	X	X
Nurse-Family Partnership	X	X	X	X
Office of Vocational Rehabilitation				X
AHEDD: A Specialized Human Resource Organization				X
Service Access Management System	X	X	X	X
Franklin County Children and Youth Services	X	X	X	X
Healthy Community Partnership of Franklin County	X	X	X	X

Explanation of developmental services:

In addition to utilizing a host of services provided by Lincoln Intermediate Unit No. 12, Fannett-Metal has developed other partnerships to provide support to students and families.
TrueNorth Wellness:
Within the geographic boundaries of the district there are no mental health providers. In fact, most families would need to travel a minimum of 40 minutes to one hour to obtain counseling. For many, this is both time and cost prohibitive. FMSD recognized this and

established a relationship with TrueNorth who provides a therapist on campus. The therapist provides individual, group, and family sessions to those wishing to participate in the program. Sessions coincide with the school day and rotate around the student's schedule to avoid consistent class absences at the same time. Medical assistance, private insurance, or sliding scale cash payments are accepted forms of payment.

Women In Need:
WIN provides staff - and student-centered training on selected topics. Additionally, mothers have been referred when spousal abuse is suspected.

Nurse-Family Partnership
 Pregnant students may participate in this program when referred for services. The school nurse is charged with facilitating this connection.

RTII/MTSS
 Fannett-Metal does not participate in the RtII model for special education identification. However, the utilization of a data-analysis model and systematic implementation and monitoring of needed regular education remedial interventions are provided.

Franklin County Children and Youth Services:
 As mandated reporters, school personnel are charged with reporting the suspicion of neglect or abuse perpetrated upon students. Additionally, this office is used for case consultation as needed and is utilized as a system of support for families struggling within the Path Valley area.

SAM:
 The Service Access & Management system is routinely used for students and families demonstrating the most need. SAM is an organization capable of assisting individuals with accessing a variety of community programs and links needed to overcome any number of mental health, intellectual, or substance abuse barriers.

Healthy Community Partnership of Franklin County:
 This partnership provides Fannett-Metal with the Student Assistance Program liaison as well as helping families with overcoming barriers to getting or maintaining services within the county. Through this program, SAP is being expanded and will encompass all grades.

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
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
Instructional Support Team	X	X	X	X
Check & Connect			X	X
Autism Consultation	X	X	X	X
Student Attendance Improvement Plans	X	X	X	X
Homeless Liaison	X	X	X	X
Special Education Child Find	X	X	X	X
TrueNorth Wellness	X	X	X	X
Concussion Management Team	X	X	X	X
Back-pack Meal Program	X	X	X	X
Mobile Dentist	X	X	X	X
Foster Care Liaison	X	X	X	X

Explanation of diagnostic, intervention and referral services:

In addition to the provided diagnostic, intervention, and referral services pre-populated within this report, Fannett-Metal provides these needed services to students:

Instructional Support Team:
Available to all students in grades K-12, the IST assists classroom staff with developing regular education strategies to help students with behavior, academic, or social concerns as well as those suspected of having gifted intellectual abilities. This program can be the conduit for multidisciplinary evaluation or referral to additional services and supports.

Check & Connect:
This program is implemented within grades 6 through 12 and serves to identify needy students and route them to appropriate supports. Mentoring by staff becomes a key component for students in danger of drop-out or with poor attendance.

Concussion Management Team: Any student who has sustained a concussion may be referred to the CMT on campus. The CMT typically consults with parents and school staff to assist with needed school-based accommodations while the student heals from a head injury. The CMT follows the BrainSTEPS training model and refers students to the Intermediate Units BrainSTEPS consultation program if additional support and consultation is needed. ImPACT neurocognitive assessment is typically part of CMT decision making.

Autism Consultation:
This service is provided by Lincoln Intermediate Unit No. 12 specially trained team members. These services may be accessed to assist with program planning, behavioral management, and diagnostic confirmation of students who are, or are suspected to be, on the Autism spectrum.

School Attendance Improvement Plans:
For students exhibiting an excessive number of school absences, an SAIP will be developed following the accumulation of the third illegal day. Core team members will work with the student, family, and involved agencies to overcome reasons for not coming to school. If needed, referral to Children and Youth Services will be made.

Homeless Liaison:
The FMSD has seen a noticeable increase in students meeting the definition for being Homeless. This homeless liaison is charged with not only reporting compliance, but also assisting students and families with accessing needed county support services, referrals for needed district supports, and linking local non-profit charitable organization with the homeless for such items as food, clothing, and other assistance.

Foster Care Liaison:

As a result of the Every Student Succeeds Act, each school district is required to designate someone for this position. This role is responsible for collaborating with educational and child welfare partners to ensure educational stability for students in the district that are involved in the foster care system. This includes working frequently with these stakeholders to ensure best interest determinations regarding school placement, transportation coordination, timely enrollment, and records transfers.

Back-Pack Meal Program:

As an increasing number of students and families are homeless, there is an increase in the numbers with insufficient nutritional resources. With community food donations, book-bags are filled with food and sent home on a weekly basis during the school year to identified families.

Mobile Dentist:

  Oral examinations and referral services are made available on campus two times per year. Services are funded through private insurance, medicare, CHIP, or by grant.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The Fannett-Metal School District contracts for a number of services due to its small size and rural nature. The most common consultation and coordination of services that occurs is for special and alternative educational needs. The district contracts for a special education coordinator and school psychologist 3 days per week from the Lincoln Intermediate Unit. We have found that caseloads in instance does not justify full-time administrators, in these areas and the contract with the LIU provides a cost-effective solution. Specialized related services (i.e. occupational therapy, physical therapy, speech language support, etc.) are also regularly provided to students on campus by employees of the LIU. Alternative education is provided by River Rock Academy and a neighboring school district for students. They serve those who are in need of behavioral support due to disruptive characteristics that exceed programming abilities available on the FMSD

campus. The Franklin Learning Center, located in Chambersburg, Pennsylvania, provides educational and related services to students with severe learning and physical needs. The district utilizes the resources of a host of agencies to meet the needs of staff and students as those needs arise. These may range from trainings or services provided by multiple intermediate units, PaTTAN, local mental health providers, or Children and Youth Services, to name a few.

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
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X		
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Student Specific Email Communication with Parent	X	X	X	X
Twitter			X	X
Remind			X	X
Individual Phone Calls to Parents/Guardians	X	X	X	X
Campus-Wide Electronic Signage	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Student intervention is individualized and may be modified as goals are attained or if additional support is needed. A variety of individuals provide interventions to our students including Title I teachers, itinerant specialists contracted through the local intermediate unit, school counselors, volunteers, and other community-based organizations that may be needed. A collegial relationship exists between interventionists and teachers with the goal always being problem resolution and student success. Collaborative activities range from informal information sharing and brainstorming through formal referral procedures, evaluation, and documented interventions. Additionally, modification or adjustments to the classroom environment may be recommended or suggestions for remedial activities may be provided depending on the barrier to student success that is identified. Progress may be documented in any number of ways and may include such things as course grades, behavior plan improvement, monitoring of specific and unique academic goals, and parent perceptions, for example.

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

Early intervention coordination and transition to school-age programming is done in conjunction with Lincoln Intermediate Unit No. 12.

Only privately owned small-scale home-based child care is available within the geographical confines of the school district. Coordination with private providers is limited.

After school programs are limited to extra-curricular and sports related activities.

The district does participate in the youth workforce program funded through the WIB as opportunities become available and as students qualify.

Individual tutoring is provided by our teaching staff through parental contact and agreement but not through formal district programming.

Pre-K services are available on-campus and are housed within the Fannett-Metal Elementary School.

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.

1. The Franklin County Head Start works with the district in a coordinated and collaborative manner to ensure that special education services are available to Pre K children by giving priority status to children if they are part of Infant and Toddlers and Preschool Early Intervention systems. A collaborative agreement is also signed with the LIU and FCHS to provide at no cost to the Pre K program extra services for the children with IEPS. Since our Pre-K program is operated by the Franklin County Head Start, the district's responsibilities do not extend beyond collaboration. We have, however, in the past provided transportation for Pre-school aged students to the Franklin Learning Center located in Chambersburg, PA as a part of our services.

2. All Pre K children in this classroom receive 180 days of service for 5.75 hours per day. In the event of emergency closure days for the Pre-K classroom where the program is unable to arrange makeup days to the extent possible, all hours beyond the 990 hours of requirement per year may be counted towards makeup time for the children. Head Start will use the Creative Curriculum and Houghton Mifflin Curricula which are aligned with Pa Early Learning Standards. FCHS will ensure that class sizes do not exceed 19 children and that there is one teacher and one teacher assistant for every 19 children. At this point the staff to child ratio will be 1:10 as we planned a classroom of 19. A professional development plan is written by FCHS to ensure that all teachers meet ACT 48 requirements

of 6 credits /180 hours/a combination of PD hours/credits equivalent to 180 hours every 5 years to maintain an active certification. Teacher assistants have at least 24 hours of continuing professional development each year. The FCHS ensures that transition activities are planned for children entering FMSD kindergarten. Those transition activities will include: workshop for parents with FCHS staff and FMSD staff to discuss the expectations of children entering kindergarten, the creation of transition packets of information for the FMSD kindergarten teachers, and a field trip will be planned by FCHS so that children can see a "Kindergarten classroom".   FCHS will create a parent involvement plan where parents can participate through home visits, parent teacher meetings, and workshops. Each provides the opportunity for parents to be fully engaged in the Pre K program and the progress of their individual child.

3. Transitional services are offered to Pre-K families through a coordinator who is employed by the Franklin County Head Start.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

A curriculum cycle that provides teachers with resources aligned to and supportive of the standards which guide the curriculum is in place.

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

While we can always improve on existing materials and resources, we feel that, in order to accommodate all of the changes that have occurred at the state level with the PA Core, all status must be reported as "developing" because new materials and resources are generally required.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

A curriculum cycle that provides teachers with resources aligned to and supportive of the standards which guide the curriculum is in place.

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

While we can always improve on existing materials and resources, we feel that, in order to accommodate all of the changes that have occurred at the state level with the PA Core, all status must be reported as "developing" because new materials and resources are generally required.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

A curriculum cycle that provides teachers with resources aligned to and supportive of the standards which guide the curriculum is in place.

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

While we can always improve on existing materials and resources, we feel that, in order to accommodate all of the changes that have occurred at the state level with the PA Core, all status must be reported as "developing" because new materials and resources are generally required.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

A curriculum cycle that provides teachers with resources aligned to and supportive of the standards which guide the curriculum is in place.

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

While we can always improve on existing materials and resources, we feel that, in order to accommodate all of the changes that have occurred at the state level with the PA Core, all status must be reported as "developing" because new materials and resources are generally required.

SAS Incorporation

Elementary Education-Primary Level

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

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

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

Further explanation for columns selected "

A curriculum cycle that provides teachers with resources aligned to and supportive of the standards which guide the curriculum is in place.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

A curriculum cycle that provides teachers with resources aligned to and supportive of the standards which guide the curriculum is in place.

Middle Level

Standards	Status
Arts and Humanities	Implemented in

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

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

Further explanation for columns selected "

A curriculum cycle that provides teachers with resources aligned to and supportive of the standards which guide the curriculum is in place.

High School Level

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

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

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

Further explanation for columns selected "

The administration of the district encourages the use of the SAS portal and have trained staff members to use the resources available through the SAS portal.

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.

Not answered

Professional Education

Characteristics

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

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

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.

Our administrators engage in professional development opportunities that arise through NISL training; post-graduate studies; and LIU, PDE, and PaTTAN workshops. While, due to our size, we cannot attend all trainings in all areas, our plan is to focus on the high need areas on a situational basis. Most recently, our administrators have been focusing on educator effectiveness and school performance profile development as well as safe schools initiatives. We will be embarking on further training related to Pennsylvania Value Added Assessment (PVAAS), Schoology, and standards alignment to curriculum in the future.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
3/17/2014
The LEA plans to conduct the required training on approximately:
2/15/2019

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:
5/15/2015
The LEA plans to conduct the training on approximately:
2/14/2020

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

Questions
The LEA plans to conduct the training on approximately:
2/14/2020

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.
- 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).

Unchecked answers

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

As teacher effectiveness deadlines are set, the district plans professional develop activities accordingly. With the initiation of the SLO's, the district plans some additional professional development activities to ensure implementation. As SPP measures and results are disseminated, and with the newly approved Future Ready Index, we will gear more professional development activities toward these areas.

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

While no local systematic and structured process exists to validate the effectiveness of professional development, we are confident that state-prescribed measures will drive and demonstrate the effectiveness of our professional development activities.

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.

- Inductees will be introduced to the greater community through participation in service events and school activities

Unchecked answers

None.

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

Our induction program is a year-long process designed to help beginning teachers function more effectively and grow professionally during their first year in the teaching profession. Five goals have been identified for the teacher induction program at Fannett-Metal:
To build a strong mentoring relationship between beginning teacher and the school district.
To build a knowledge base of district specific resources, policies and procedures.
To build a knowledge base to assist the district in the improvement of student performance.
To develop an understanding of effective classroom techniques and procedures.
To build a code of professional practice and conduct as an educator.

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

None, all strategies were included.

Needs of Inductees

Checked answers

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

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

Unchecked answers

- 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.

Inductee and Mentor will meet a minimum of four times throughout the year and a brief written statement will follow. A listing of dates and times of informal and formal observations conducted by the Principal and the Inductee. The Principal will review Data sources (PVAAS, Performance Tracker, PA SAS, Local Assessments) with Inductee. Relative to safety procedures, the Inductee will complete the NIMS IS 100 and 700 courses. At the conclusion of the induction program, the Inductee will complete an exit interview and/or survey.

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

Most information that could be collected on surveys we prefer to collect through face-to-face interviews. We keep individualized inductee information in the employee personnel file but do not formally conduct follow up exercises related to induction evaluation on second year teachers.

Mentor Characteristics

Checked answers

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

Unchecked answers

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

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

With only 40 teachers on staff, K-12, the pool of eligible mentors is somewhat limited for our school district. We strive to assign veteran teachers who possess longevity with and knowledge of the district. A key component of a potential mentor is someone who works under a similar certification and/or grade assignment. The mentor's focus is instructional with particular emphasis on student management. The mentor must be knowledgeable from an instructional standpoint. Much of the policy/procedural component of mentoring falls to an administrator and not necessarily to the mentor. While we pay mentors a nominal

stipend ($250), it is not a deciding factor in the decision to take on the additional responsibility. The mentor must have a sincere desire to support the district and the success of the new teacher. We try to arrange mentor/inductee schedules to give them common planning periods. Potential mentors must demonstrate an ability to work effectively with students and other adults. This skill in teamworking and seeking out the expertise and knowledge needed for continual improvement is critical to the mentoring function and is a necessity in the educational environment.

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

We have no mentor training program in place at Fannett-Metal but would be willing to send mentor candidates to training if such training is available.

Induction Program Timeline

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

If necessary, provide further explanation.

We try to balance the amount of information provided to the inductee so as not to overwhelm and realize that depth cannot be accomplished in the framework prescribed by the district. A continual focus of the mentor, supported by the adminstration, is understanding the alignment of standards, curriculum, and assessment in teaching. The new teacher will receive guidance in each of these areas throughout the school year. Depending upon the area to which the new teacher is assigned, instruction of the special learner is varied depending upon the situation.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Each beginning teacher is expected to attend all district induction activities and in-service activities as well as meet district expectations regarding peer visitations. They are to

maintain a log of induction activities which provides the documentary base for entries on their beginning teacher completion form. This form is included in the new teacher notebook and must be completed and signed by the beginning teacher. Signatures of the mentor and building administrator/supervisor are also required prior to the filing of this form.

Participants are encouraged to provide input on the effectiveness of consortium activities with the building supervisor. All beginning teachers are required at the end of each year to provide feedback on their experiences to determine the effectiveness of building level induction activities. Summaries of the responses to these evaluations are reviewed annually by district representatives as a means of making recommendations for program improvements.

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: **83**

Identification Method

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

The Fannett-Metal School District utilizes the discrepancy model for the identification of special needs students within the district. With the discrepancy model, a child does not achieve adequately for the child's age or meet state approved grade level standards in one or more of the following areas: oral expression, listening comprehension, written

expression, basic reading skills, reading fluency, reading comprehension, mathematics calculation, and/or mathematics problem solving. This process examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade determined not to be primarily the result of other factors (vision, hearing, orthopedic impairments, intellectual disability, culture, environment, limited English proficiency). This identification is one step in the overall district model to support student need, which also includes:

- Annual Public Notice provided at a variety of locations including local papers, the district web-page, and at each district office in pamphlet form.

- Although FMSD does not subscribe to the RTII method of identification of special education students, components of this model are in place. Local and state assessment data is reviewed weekly by grade level data-teams with the goal of intervening with students who demonstrate need.

- In addition to long-standing local assessments, FMSD has implemented Classroom Diagnostic Testing (CDT). It is hoped that this information will further assist classroom staff to identify and remediate academic deficiencies within the regular education setting.

- Students demonstrating various risks factors for academic, social, or behavioral deficits such as poor attendance, failing grades, peer conflicts, and office disciplinary referrals are to be processed through the Check and Connect program within the middle school and high school.

- As part of weekly data analysis, students who do not respond to routine classroom interventions are to be referred to the Instructional Support Team (IST) for additional support and intervention development.

- The IST is generally comprised of the classroom teacher(s), principal, parent, school psychologist, school counselor, and any other needed specialist who may have valuable input for helping the student directly or providing resources to the family.

- If the IST is not successful in meeting the student's need through regular education accommodations and supports, a referral for special education evaluation is made.

- A parent or legal guardian may, at any time, request an evaluation and there is no requirement that the student proceed through the IST.

- Students found ineligible for special education will be considered for Section 504 eligibility.

- All evaluative, remedial, and support services are provided free to the child's family.

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

Not significantly disproportionate.

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?

There is no facility within the Fannett-Metal School District. If there were a facility located within the Fannett-Metal School District, the district would comply with the requirements of IDEA 2006 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code. A collaborative effort between the FMSD and the 1306 facilities would be attained to allow for Child Find and FAPE to be provided for all students who qualify for Special Education services.

Incarcerated Students Oversight

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

The Fannett-Metal School District does not have a facility for incarcerated students within the geographic boundaries of the district nor do we have any students currently sentenced to a correctional facility.   Thus, if FMSD would have students incarcerated, the district would take responsibility to ensure that FAPE is offered to each student who is eligible for Special Education services within a correctional facility. However, should the need arise, the FMSD would comply with all Child Find obligations of IDEA in the event that one of our students would become incarcerated. All evaluation procedures and reviews of an incarcerated student's educational programming would be completed in a timely manner to allow for his/her educational needs and programming to be met. All documents needed (RR, IEP, NOREP, FBA, PBSP, etc.) would be completed and be compliant for each student in which qualified for Special Education services. FAPE would be provided.

Least Restrictive Environment

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

1. Fannett-Metal School District ensures that children with disabilities are included with regular education peers to the maximum extent possible by:

- Every effort is made to remediate student deficiencies before special education is needed. The primary vehicle for this is Check and Connect and the Instructional Support Team (IST) process.

- For those students who are identified as eligible and in need of specially designed instruction, full-time regular education with supplemental aides and services is always the first consideration.

- The district currently has 10 co-taught classes at the middle/high school as a means of increasing the availability of regular education peer interaction. With these co-taught classes, the high school has implemented the opportunity for full integration with regular education peers.

- For students whose needs exceed the accommodations of the co-taught classroom, intensive Learning Support services are available.

- Each day, regular and special education faculty are afforded Professional Learning Community time to consult on students of concern.

- District and student schedules have been altered to include academic enrichment with regular education students instead of support periods with special education only peers.

- Parental wishes are always considered when making inclusion decisions.

- Personal Care Assistants and Paraeducators provide intensive one on one support to students who might otherwise require a significantly more restrictive placement.

- Staff training on co-teaching has been provided.

2. Replication of successful programs:

- Fannett-Metal is embracing the co-teaching model. As mentioned above, there have been 10 co-taught classes for the 2017-2018 school year.

- Staff have been trained in co-teaching and Guided Reading is implemented on a daily basis in K through 5.

- The elementary school (K-5) utilizes a formally structured Professional Learning Community Calendar as a vehicle to discuss and plan programming for student needs. Furthermore, as need arises, staff collaboration days and data analysis days may be used when appropriate for developing a variety of needed student interventions.

- At the middle school level, regularly scheduled daily team meetings occur where student need and interventions are developed as concerns arise.

- At the high school level, regularly occurring student-centered staff meetings are replaced by referral to Check and Connect and the Student Assistance Program as specific student concerns develop. Staff consultation at the high school level for issues of concern is available daily as needed.

- Administrative level training, district philosophy, and expectation for pre-referral intervention and maximum regular education integration for identified special education students is part of the district's culture.

- Although RTII is not utilized for special education identification it has become an intregal part of data analysis and program modification as well as the IST process.

- School-Wide Positive Behavior Support is fully implemented within the elementary school.

3. SPP Target and out of District placements:

- SPP Target - The District meets the target for SE Inside Regular Education Class 80% or more as of the December 1, 2016 Child Count. Improvement by the district on meeting this target was addressed through increased availability of co-taught courses, scheduled Academic Enrichment class periods, use of Personal Care Assistants, and support provided by Paraprofessionals. In past years, this target was not met. THe district will continue to provide professional development on co-teaching, differentiated instruction, and the least restrictive environment to all for staff continue to improve upon the districts SPP Target.

- Educational placement of students outside the neighborhood school is very low and is currently utilized for students diagnosed with Autism who require intensive levels of support or for behaviorally disordered youth who represent a significant disruption to the educational environment . Collaboration with Lincoln Intermediate Unit No. 12, county-based agencies, and neighboring school districts have historically been used when unique circumstances arise and off campus placement may be needed.

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 Fannett-Metal board policy 113.2 includes required regulatory components for positive behavior support. This policy is aligned with all provisions of IDEA 2006 and PA 22 School Code 14.133 in which positive, rather than negative, measures form the basis of behavioral support programs and allow all students to be free from demeaning treatment, usage of aversive techniques, and unreasonable usage of restraint.

Fannett-Metal utilizes SWPBS in grades K through 5   The school district receives support from the Lincoln Intermediate Unit 12 staff for technical support for the SWPBS program.

The district utilizes the Nonviolent Crisis Intervention (CPI) model to de-escalate the potentially aggressive behavior of a student as well as to control a student who may be having a behavioral emergency. The district provides regularly scheduled training to staff as needed for continuation of CPI certification and a yearly refresher course of these techniques is included within that training. The overall goal is to never restrain a student.

As part of the ER/RR/IEP process, students who exhibit a pattern of behavior that impedes the learning for self or others have a Functional Behavioral Assessment, Positive Behavior Support Plan, Specially Designed Instruction, and if needed a Crisis Plan developed to address their unique behavioral challenges. If a student has a PBSP, these items are addressed within the IEP.

The FMSD also provides School-Based Mental Health Services through an agreement with TrueNorth Wellness Services who provides a licensed therapist on campus one day per week. This professional provides individual, group, and family therapy.

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.

Fannett-Metal is an extremely small, rural and geographically isolated school district. Through existing supports and creative on-campus programming, the district has been able to provide for the needs of its special education students. However, there are several challenges that currently exist espcially when providing FAPE to students.

- Isolated location.

- Staff size.

- Budget limitations.

- High need transient students.

- Socio-Economic-Status and culture of the district population.

- Transportation needs and requirements.

- Multiple foster homes (CRR).

- Neighboring districts have reduced their participation with Lincoln Intermediate Unit No. 12 thereby affecting availability of fair share programs.

- Distance from the district to off-campus programs.

- Significant increase in students identified as homeless. Currently 1% of the district population.

- No partial hospitalization program within Franklin County.

1. For students that are difficult to program for, the district utilizes the following analysis to insure FAPE:

- Regular education with supplemental aides and services is the first option considered for all special education students. This may include such things as assistive technology, modification and adaptations to the curriculum, environmental alterations, Title 1 reading and math programs K-5, or the use of personal care assistants.

- Should a student require more support than available within a fully inclusive program, it becomes the IEP team's duty to review and provide options to the parent as to what additional services may be needed. This may include such things as academic schedule alterations so direct instruction is provided by a special educator, a reevaluation to gather additional information for programming decisions, or consideration of programs offered at other locations or neighboring districts.

- Historically, FMSD parents have insisted that their children remain at the home school regardless of the degree of need presented. Given the isolation of the campus, the district consistently attempts to provide needed supports and services in order to maintain the students in their neighborhood school. This information allows for the Least Restrictive Environment to be reviewed and allows for student need to be met through the decision making abilities of the IEP team.

2. FMSD believes the following programs, services and placements to be necessary for our students success:

- Co-taught classes for all high school students, with some also available in the middle school.

- Intensive learning support for students who need such services.

- Use of district provided personal care assistants for our students.

- The district's willingness to providing in-house programming for students with intensive needs.

- School-Wide Positive Behavior Support K-5.

- LIU 12 contracted Occupational, Speech, Hearing, and Physical Therapy services.

- LIU 12 contracted psychological services and special education coordination services.

- Utilization of River Rock Academy and the Tuscarora School District alternative education programs.

- Educational and therapeutic services provided at the Franklin Learning Center.

- Technical assistance and support through PaTTAN and LIU 12.

- On-going professional collaboration, referral and consultative services provided by Women in Need, Children and Youth Services, The Student Assistance Program, Children & Adolescent Services and Support Program, and Service Access Management, Inc.

- TrueNorth Wellness Services school-based mental health on campus for grades K through 12.

- Full-time school counselor for grades K-5 and 6-12.

- Franklin County Career and Technology Center.

- Service Learning opportunities

- Anti-Bullying incentives (e.g. Healthy Community Partnerships, Army-Anti Bullying Presentation & Mentoring Program, Byrnes Health Education Center).

- Structured Intervention & Enrichment time.

3. Currently, there are no plans to expand the continuum of services during the life of this plan.

- Continued discussion at the administrative level on ways to improve the co-taught experience to more fully utilize differentiated instruction to parallel the rigor of the regular education curriculum.

- On-going consideration for expanding and enhancing co-taught offerings K-12.

- The FMSD works with LIU 12 for services in which there is a low incidence such as: blind/visually impaired, deaf/hard of hearing, deaf-blindness, complex health issues, autism, and severe cognitive impairments. If there would be a need for services to be provided within the district, qualified personnel would be attained to allow for appropriate educational programming to be designed and implemented.

Strengths and Highlights

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

The Fannett-Metal School District is proud of its commitment to serve and support our special needs students and their families.
Strengths and Highlights:

- Ability to appropriately program for complex needs students on campus.

- Development of a school based coffee shop staffed by students with complex needs.

- Opportunities for community-based instruction for students with complex needs.

- Continued affiliation with TrueNorth Wellness Services to provide school-based mental health services.

- Small family-like campus.

- Frequent parent/staff involvement within the community.

- Improved efficiency and accuracy of special education documents.

- Increased number of co-taught classes.

- Crisis and de-escalation training to all special education staff, key administrators, specialists, counselors, and therapists.

- Assisting parents with obtaining needed off campus services.

- Collaboration with multiple LIU professionals including behavior consultants, assistive technology specialists, the autism consultation team, curriculum specialists, and others who can provide technical assistance.

- Development of career education and family consumer science classes in which identified students participate.

How does the district provide training to staff, faculty and parents:

The district utilizes a variety of methods to provide training to stakeholders. For example:

- On-campus direct instruction to staff for crisis and de-escalation training.

- CPR and First Aid training for Personal Care Assistants.

- Attendance at PaTTAN for various Special Education Trainings.

- District wide Sign Language In-service offered.

- Direct one on one information sharing and consultation with parents on a variety of topics.

- Information sharing through the dissemination of written and electronic material.

- Attendance at the PASA Scoring Conferences.

- Trainings through LIU 12 Special Education Advisory Council

- Consultation with LIU specialists or direct training with staff and/or parents on individualized topics.

- Webinars, video conferences, and phone conferences on a host of topics.

- Graduate courses for faculty on relevant topics as approved.

- The availability of staff to access a professional library which contains instructional information on academic and behavioral interventions.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
River Rock Academy	Other	Alternative Education Services	2
Franklin Learning Center	Special Education Centers	Full-Time Autistic Support	3
LIU Autism Classroom within Greencastle- Antrim Middle School	Neighboring School Districts	Autism Support	1
Franklin Learning Center	Special Education Centers	Full-Time Multiple Disabilities Support	1

Special Education Program Profile

Program Position #1

>*Operator:* School District

>**PROGRAM DETAILS**

>>*Type:* Class

>>*Implementation Date:* August 18, 2016

>>*Reason for the proposed change:* Need to have a classroom for Middle School students to receive instruction within the Middle School.

>>Student age range exceeds 4 years due to the educational placement of the students, per the IEP.

>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 17	9	1
Justification: Student needs and functional ability and the location of the classroom				
Locations:				
Fannett-Metal Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

>*Operator:* School District

>**PROGRAM DETAILS**

>>*Type:* Position

>>*Implementation Date:* August 17, 2017

>>*Reason for the proposed change:* All students will be itinerant in the Middle School setting.

>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	7	0.7
Justification: Students are in grades 6, 7, and 8. Their needs can be met in this classroom setting.				
Locations:				
Fannett-Metal Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* August 17, 2017
> > *Reason for the proposed change:* Co-teaching model in High School setting makes all students Itinerant.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	23	1
Justification: Students are in grades 9 through 12				
Locations:				
Fannett-Metal High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	4	0.31
Justification: Students range from grade 2 to grade 5; are not in room together for same instruction				
Locations:				
Fannett-Metal Elementary	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 10	9	0.69
Justification: Students range from grade 2 to grade 5.				
Locations:				
Fannett-Metal Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5
> *Operator:* Intermediate Unit
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* August 17, 2017

Reason for the proposed change: There are no middle or high school students now receiving speech services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	19	0.4
Justification: Speech and Language Services are provided within the Elementary School for grade K-5. The Speech and Language Therapist meets with the students individually or in small age appropriate/grade appropriate groups.				
Locations:				
Fannett-Metal Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

        Operator: Intermediate Unit

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
Justification: Students are in grades 1 through grade 4. Additional supports and staff are given within the classroom.				
Locations:				
Franklin Learning Center	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #7

        Operator: Intermediate Unit

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 11	8	1
Justification: Students are in grades 6 through 11, additional staffing within classroom to assist with students				
Locations:				
Franklin Learning Center	A Middle School Building	A special education Center in which no general education programs are operated		

Program Position #8

        Operator: Intermediate Unit

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: August 18, 2016

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Full-Time Special Education Class	Autistic Support	11 to 15	6	1
Locations:				
James Buchanan Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 18, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 18	12	1
Locations:				
River Rock Academy	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 17, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 7	8	1
Locations:				
Franklin Learning Center	An Elementary School Building	A special education Center in which no general education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraeducators	Fannett-Metal Middle School	1
Paraeducator	Fannett-Metal High School	1
Personal Care Assistants	Fannett-Metal Middle School	1
Personal Care Assistants	Fannett-Metal High School	1
Paraeducator	Fannett-Metal Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week

Coordinator of Special Education	Intermediate Unit	3 Days
School Psychologist	Intermediate Unit	3 Days
Occupational Therapist	Intermediate Unit	1 Days
Physical Therapist	Intermediate Unit	1 Days
Licensed Professional Counselor	Outside Contractor	2 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
Our small school size has a definite impact on both our accomplishments and concerns. Changes in performance by just a few students can significantly have an effect on student achievement results and growth measures. Likewise, the ability and progression of specific grades of students also affect the school district performance profile on an annual basis.

District Accomplishments

Accomplishment #1:
Growth with our Middle School Mathematics.

Accomplishment #2:
Indicators of academic growth in Science are positive.

Accomplishment #3:
English Language Arts (ELA) have shown a significant improvement across the district.

District Concerns

Concern #1:
Indicators of academic achievement across the district in Mathematics are below the state proficiency levels.

Concern #2:
Poor performance on open-ended response questions across the district.

Lack of students performing advanced on the standardized state assessments.

Prioritized Systemic Challenges

Systemic Challenge #1 *(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:

Poor performance on open-ended response questions across the district.

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:

Indicators of academic achievement across the district in Mathematics are below the state proficiency levels.

Lack of students performing advanced on the standardized state assessments.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: CDTs, State Standardized Assessments, Study Island, and Locally developed assessments.

Specific Targets: We will increase the proficiency levels for more students on the state standardized assessment.

Strategies:

PSSA and Keystone Coach Books

Description:

Implement the use of the Coach Books for all tested subjects areas. Students will be provided with additional enrichment time using the Coach Books.

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

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001

study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Instruction, Materials & Resources

SAS: Assessments - PSSA

Description:

Pennsylvania System of School Assessment (PSSA) includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA. The English Language Arts and Mathematics PSSAs include items that are consistent with the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology. Additional PSSA-related items can be found at http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/default.aspx#.Ve8RkM7axKU. (Source: http://www.pdesas.org/Page?pageId=10) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

Data Analysis

Description:

The school district will use the following resources available to collect and analyze data on student performance

* Performance Tracker, CDT Results, PVAAS, e-metric, PSSA and Study Island

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

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Curriculum Mapping (Revision and Development)

Description:

A curriculum development cycle was implemented to assure that instruction and assessment are aligned to the PA Core Standards. Curriculum Mapping and Extended Curriculum mapping will be completed to determine the basis of any potential deficiencies within the curriculum. Through the use of extensive curriculum mapping, we will be able to make the best determination and subsequent purchases of curriculum materials dependent on the curriculum cycle.

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

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

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.

Indicators of Effectiveness:

Type: Annual

Data Source: District approved supervision plan.

Specific Targets: Significant increase in student achievement on end of year state assessment.

Strategies:

PSSA and Keystone Coach Books

Description:

Implement the use of the Coach Books for all tested subjects areas. Students will be provided with additional enrichment time using the Coach Books.

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

Differentiating Instruction

Description:

During PLC time and professional development time, we will utilize the following articles to determine how to adjust our curriculum to meet the needs of diverse learners.

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Standards, Instruction

Instructional Strategies for Effective Teaching and Learning

Description:

Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollock. The strategies are Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses; and Cues, questions and advance organizers. (Source: http://www.ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Standards, Instruction

Implementation Steps:

Data Analysis

Description:

The staff will focus on analyzing Pennsylvania Value Added Assessment System (PVAAS) data as well as open-ended response questions during professional development time. This data analysis and professional conversations will help staff determine student need, and the instructional adjustments necessary to build skill development/mastery.

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

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Instructional Conversations

Description:

The District will expand upon providing time in schedules for teachers to work in Professional Learning Communities (PLC). Evidence will be provided through extended planning time and proof of instructor work required from PLC.

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

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Curriculum Mapping (Revision and Development)

Description:

A curriculum development cycle was implemented to assure that instruction and assessment are aligned to the PA Core Standards. Curriculum Mapping and Extended Curriculum mapping will be completed to determine the basis of any potential deficiencies within the curriculum. Through the use of extensive curriculum mapping, we will be able to make the best determination and subsequent purchases of curriculum materials dependent on the curriculum cycle.

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

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

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

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

Start	End	Title	Description
8/19/2019	6/30/2022	Data Analysis	The staff will focus on analyzing Pennsylvania Value Added Assessment System (PVAAS) data as well as open-ended response questions during professional development time. This data analysis and professional conversations will help staff determine student need, and the instructional adjustments necessary to build skill development/mastery.

Person Responsible	SH	S	EP	Provider	Type	App.
Adminstrative Staff	3.0	4	45	LIU	IU	Yes

Knowledge

The knowledge gained will be improved understanding of student performance based on the PA Standards and better utilization of information gathered from PVAAS, e-metrics, CDT's, Study Island, and Performance Tracker to target instructional practices.

Supportive Research

We are utilizing researched-based methods prescribed by PDE to drive our data collection and analysis efforts.

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.

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, curricula, instruction, staff professional education, teaching materials, and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities	

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers
       Analysis of student work, with administrator and/or peers
       Creating lessons to meet varied student learning styles
       Peer-to-peer lesson discussion
       Joint planning period activities

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 Conversations	The District will expand upon providing time in schedules for teachers to work in Professional Learning Communities (PLC). Evidence will be provided through extended planning time and proof of instructor work required from PLC.

Person Responsible	SH	S	EP	Provider	Type	App.
Adminstrative Staff	0.5	180	30	Fannett-Metal	School Entity	No

Knowledge	Improved preparation for standards-based assessment and curriculum used to improve student performance.
Supportive Research	We are utilizing researched-based methods prescribed by PDE to drive our data collection and analysis efforts.
Designed to Accomplish	

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.		
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials, and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

peers

        Analysis of student work, with administrator and/or peers

        Creating lessons to meet varied student learning styles

        Peer-to-peer lesson discussion

        Lesson modeling with mentoring

        Joint planning period activities

Review of participant lesson plans

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum 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 Sue Rosenberry on 4/10/2018

Board President

Affirmed by David Burkett on 4/10/2018

Superintendent/Chief Executive Officer