

Highlands SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1500 Pacific Avenue
PO Box 288
Natrona Heights, PA 15065
(724)226-2400
Superintendent: Monique Mawhinney
Director of Special Education: Debra Lehew

Planning Process

During the 2016-2017 school year, all building principals were asked to use the Strategic Leader in Action template from SAS to develop goals for the year. Each school had to focus on one or more of the district's goals--Student Achievement, Safe and Welcoming Environment, Dynamic Curriculum, Professional Development, Teaching and Learning, Technology Integration and Collaborative Culture. These goals were then shared with each school's staff so that there was clarity and transparency on the direction for the school year. Monthly administrative meetings focused on the progress of the 7 district goals. One of the major initiatives of that school year was the adoption of two new curriculum series for English Language Arts and Mathematics for grades K through 8, which were more aligned to the PA Core Standards.

In November 2017, after the release of the SPP scores across the state, the superintendent asked each building principal to develop an action plan to improve student achievement. Recognizing that our Tier I/Universal program needs strengthened, teachers were asked to use the *Five Key Strategies* for Instruction from the MTSS Framework. Those five strategies are 1: Clarifying and Sharing Learning Intentions and Success Criteria 2. Engineering Effective Questions and Discussions that elicit evidence of student learning 3: Providing feedback that moves learning forward 4: Self Assessment 5: Peer Assessment In addition, principals, teachers and staff used the four question lesson design format: 1.) What is the goal for today's lesson? (Learning intention) 2.) Why is it important? (Relevance) 3.) How will I know when students understand? (Success criteria) 4.) What will I do whenever students do not understand? (Responsiveness/MTSS) Through our involvement in the MTSS Writing and Math projects with PDE, the upper elementary and middle schools were able to demonstrate how "astounding" growth can be achieved whenever we intervene early, consistently use research based practices and regularly progress monitor our struggling learners.

In January of 2018, a Comprehensive Plan Kick off Dinner was organized for a diverse group of district stakeholders. This presentation reviewed the district and building goals as well as district achievement and growth data. The attendees were then asked to discuss possible reasons for our low student achievement, areas to focus on such as staff/ student culture, technology integration,

community/family involvement, career readiness, services for students, school safety and instructional strategies, how to finish this statement, "If I could change one situation which would have the greatest impact on improving student achievement, it would be ____.", and how to keep the discussion going by joining one of the six subcommittees listed below. Each subcommittee was chaired by at least one district administrator and met at least 4 times during the second semester of the 2017-2018 school year. We used the following questions to reflect and analyze our current practice: Are we doing as well as we could? How do we know? What and how should we improve or change? We also embarked on the journey using three perspectives: the internal view, the external view and the future view. We used documents and resources such as the "District Level Offline Guidance Tool" , "Growing and Sustaining Parent Engagement" and the "Mile Guide" to inform the work. Highlights from each subcommittee were given at monthly administrative meetings and minutes were given to the coordinator. Subcommittees included, Technology Integration, Family/Community Involvement, Curriculum, Instruction and Assessment, Professional Development, Safe/Supportive Schools, and Collaborative Culture.

During the summer and fall of 2018, all of the information from the subcommittees, as well as, input from the Highlands administration and staff was put into a draft comprehensive plan. This draft was posted on our district website for public comment. At the end of the comment time, revisions were made and the plan was approved by the Highlands School Board on November 19, 2018.

Mission Statement

The mission of the Highlands School District is to create a quality, caring educational environment and to develop academic, vocational and social programs that will enable students to achieve their highest potential in personal growth; and that the family, the community, business, and industry will share in the responsibility to prepare students to be problem solvers, communicators, contributors of learning, and responsible citizens in an ever-changing global community.

Vision Statement

Be Proud...

Be Golden...

We are RAMS!

“Together we will ensure we are all RAMS 4 Life!”

R: Respectful: Respectful classrooms and schools are rigorous, relevant, and build relationships.

A: Accountable: Accountable classrooms and schools utilize educator and principal effectiveness and assess frequently to produce rigorous engaging lessons.

M: Motivated: Motivated classrooms and schools utilize technology to enhance and inspire learning.

S: Safe: Safe classrooms and schools encourage academic risk-taking and adhere to PBS.

Shared Values

We believe that...

- Parents should be partners in the education of their children.
- Self-esteem is important for personal growth.
- Quality education must be accessible to everyone.
- Every individual must be treated with respect and dignity.
- Education is a life-long process.
- All students can learn.
- Education is a shared responsibility and cooperative effort between home, school, and community.
- An effective education extends beyond the classroom experience.
- Achieving success is the most important motivational experience.
- A caring environment nurtures the desire for learning.
- Every citizen should be involved in education.
- Early childhood education begins the formative process of learning.
- Assessment should guide instruction.
- Learning experiences are best achieved in a flexible environment.

Every student's education should be cultivated by a...

- Desire for learning
- Comprehensive core of knowledge
- Developmentally appropriate curriculum

Every student should be able...

- To set goals and assess the attainment of those goals both personally and professionally
- To be responsible
- To productively communicate with others in writing, in person, and/or technologically
- To reason and problem solve
- To work cooperatively
- To make sound decisions
- To utilize technology as a tool to enhance learning opportunities
- To demonstrate resiliency
- To understand and appreciate discourse

Educational Community

HIGHLANDS SCHOOL DISTRICT

HOME * SCHOOL * COMMUNITY

Located in Southwestern PA, Highlands School District comprises the municipalities of Fawn Township, Harrison Township, Brackenridge Borough and Tarentum Borough. The area is approximately twenty-two square miles with a population of about 22,000. It is located in the northeast corner of Allegheny County along the Allegheny River about 18 miles from Pittsburgh. Route 28 provides easy access to the Greater Pittsburgh area.

The immediate area contains major industries, including research and development facilities. The four communities offer a mixture of urban and rural residential areas, and a variety of recreational, educational, shopping, dining, entertainment, and health care facilities. Residents are within commuting distance of major Pittsburgh and Western Pennsylvania colleges and universities, and a wide selection of business and technical schools. Some of these secondary schools have established satellite locations in nearby North Pointe Industrial Park in Sarver, PA; New Kensington, PA and Pittsburgh Mills Mall in Tarentum.

Organization of Schools

Highlands School District operates five school buildings. Highlands High School serves students in grades 9 through 12 and houses the administrative center in one of its wings. Highlands Middle School serves grades 5 through 8. Highlands Elementary School serves children in grades 1 through 4 and Highlands Early Childhood Center houses our Pre K and Kindergarten students. Highlands Support Center serves students who are in our alternative education, partial hospitalization or cyber programs. The district also has a maintenance building located near the high school and a Community Center near Golden Rams Stadium.

Highlands Early Childhood Center and Highlands Elementary School are Title I schools. All of our students in all schools receive free breakfast and lunch every day.

The current enrollment at Highlands is approximately 2,515 students. We have a professional staff of 214 educators and administrators, and a support staff of 122, including secretaries, aides, food service, custodians/maintenance and security personnel.

Highlands firmly believes that our children's futures begin with a strong foundation, built piece by piece at home, in the community, and in our schools. We set goals each year to improve upon programs, educational services and facilities that will help our students build a solid foundation and establish lifelong skills that they can use to continue to grow.

Sociological & Economical Breakdown of Our Communities

The Highlands community is extremely diverse in terms of household types, income levels, education, home prices, parents' careers and other variables that describe a school's population and families. Based upon 2016 data, the four municipalities have a combined population of 21,741, with Harrison Township being the largest and most populated. The median income for all four communities is \$46,400 and 16% of our community is below the poverty level.

The atmosphere and "feel" of the Highlands School District communities generally give the impression that not too much changes around here. Familiar faces – and even the grandchildren of those familiar faces – still roam the local shops, family-owned eateries, playgrounds and parks. But in the past five years, much *has* changed in this area, albeit slowly and gradually, indicating an expected growth and change in what we have become accustomed to within our communities. The following are marked changes:

- *Local Development:* Expansion of Allegheny Ludlum mill into Brackenridge; Senior living high-rises in Tarentum; riverfront development in Tarentum, Brackenridge and Natrona including family-friendly facilities and playgrounds ; Highlands Industrial Park in Natrona Heights.
- *Corporate Expansion:* Two urgent care facilities have been constructed, competing with local Alle-Kiski Medical Center hospital which has been long-standing in community. UPMC Cancer Center built along Burtner Road in Natrona Heights. Highlands Mall was purchased and now includes Wal-Mart and several other corporate stores and the area around the Pittsburgh Mills Mall near Tarentum has expanded to include more restaurants and outlet stores.
- *Student enrollment:* Although student enrollment district-wide has decreased since 2004, it has remained stable over the last 5 years. Our current enrollment is 2,515. The reconfiguration of our schools occurred during the 2018-2019 school year to make the best use of each building and provide a more consistent experience for all of our students in grades K through 12. The make up of our student population is 80.43% white, 9.42% African American, 7.51% multi racial, 1.36% Hispanic and 0.82% Asian with 64.86% economically disadvantaged, 0.12% English learners and 16.81% special education.
- *School Programs in the Community:* Highlands Emergency Services Alliance (HESA) , which was one of the first in Allegheny county, is scheduled to be offered during the 2019-2020 school year. It unites fire and emergency services in the four communities and instructs students in the high school. Highlands Community Education Foundations (HCEF) is comprised of local businesses and residents uniting for benefits of district and community alike. STEAMM Academy at Highlands requires students to complete job shadowing sessions with local engineers, machinists and medical professionals in the district. The JAA program partners with Oberg Manufacturing in Freeport to offer specialized courses at the high school to prepare students for future positions in the manufacturing industry.

Planning Committee

Name	Role
Michael Bjalobok	Administrator : Professional Education
Monique Mawhinney	Administrator : Professional Education
Christian Reiser	Administrator : Professional Education
Cathy Russo	Administrator : Professional Education
Deb Beale	Board Member : Professional Education Special Education
Shawn Bennis	Building Principal : Professional Education

Deb Beucker	Building Principal : Professional Education
Heather Bigney	Building Principal : Special Education
Charlie Mort	Building Principal : Professional Education
Samantha Perlik	Building Principal : Professional Education
Kim Price	Building Principal : Professional Education
Adrian Fierro	Business Representative : Professional Education
Andrew Walter	Business Representative : Professional Education
Cyndee Busch	Community Representative : Professional Education
Misty Chybrzynski	Community Representative : Professional Education
Michael Duffy	Community Representative : Professional Education
Kathy Harenski	Community Representative : Professional Education
Caroline Jackson	Community Representative : Special Education
Raphael Koikoi	Community Representative : Professional Education
Joe Zylinski	Community Representative : Professional Education
Clint Motosicky	Ed Specialist - Instructional Technology : Professional Education
Michele Long-Vickers	Ed Specialist - School Nurse : Professional Education
Mary Jo Davis	Elementary School Teacher - Regular Education : Professional Education
Nancy Dean	Elementary School Teacher - Regular Education : Professional Education
William Heasley	Elementary School Teacher - Regular Education : Professional Education
Carly Hines	Elementary School Teacher - Regular Education : Professional Education
Kristine Hrvinak	Elementary School Teacher - Regular Education : Professional Education
Andrew Lynch	Elementary School Teacher - Regular Education : Professional Education
Kevin Mason	Elementary School Teacher - Regular Education : Professional Education
Janet Mazzotta	Elementary School Teacher - Regular Education : Professional Education

Rebecca O'Hara	Elementary School Teacher - Regular Education : Professional Education
Sarah Robinson	Elementary School Teacher - Regular Education : Professional Education
Kara Walter	Elementary School Teacher - Regular Education : Professional Education
Kristy Stawinski	Elementary School Teacher - Special Education : Special Education
Kristen Wyant	Elementary School Teacher - Special Education : Special Education
Chuck Debor	High School Teacher - Regular Education : Professional Education
Michelle Dickerson	High School Teacher - Regular Education : Professional Education
Jennifer McKay	High School Teacher - Regular Education : Professional Education
Katie Stack	High School Teacher - Regular Education
Nicole White	High School Teacher - Regular Education : Professional Education
Michael Valenti	High School Teacher - Special Education : Special Education
Bill Philips	Instructional Technology Director/Specialist : Professional Education
Jonathan Westergom	Instructional Technology Director/Specialist : Professional Education
Kathy Rombach	Intermediate Unit Staff Member : Professional Education
Lindsay Cable	Middle School Teacher - Regular Education : Professional Education
Jennifer Kosier	Middle School Teacher - Regular Education : Professional Education
Amanda Coulter	Middle School Teacher - Special Education : Professional Education
Faith Foster	Middle School Teacher - Special Education : Special Education
Philip Beck	Parent : Professional Education
Michelle Bond	Parent : Special Education
Justin McIntire	Parent : Professional Education
Bobbi Neese	Parent : Professional Education
Jennifer Parson	Parent : Professional Education

Debra Lehew	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan
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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	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
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":

We do not offer Family Consumer Science at the elementary level.
Our STEAM program is just beginning at the elementary level.

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	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

We do not offer Family Consumer Science at the elementary level.

Our STEAM program is just beginning at the elementary level.

We have recently hired a school counselor for the elementary level, so we are just beginning the process of creating a comprehensive K-12 counseling program.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	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	Non Existent	Non Existent
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	Non Existent	Non Existent

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

Family consumer science is offered through our partner CTC, Forbes Road, at the high school level.

World language offerings begin in 9th grade.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	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	Non Existent	Non Existent
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":

Family and Consumer Sciences is offered at Forbes Road CTC.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Due to our low student performance on PSSAs, we are going back to the beginning with curriculum mapping and alignment. It has been at least 7 years since we had a comprehensive curriculum writing process. Since that time, the more rigorous PA Core Standards were adopted. Efforts to increase rigor in our classrooms to meet these more demanding expectations occurred at all levels. Teachers kept assessment binders where they reflected on the DOK levels of classroom assignments and revised them to be more rigorous, relevant or both. We also implemented two new curriculum series, *Journeys* and *Go Math!*, to help ensure the consistency of experiences and exposure to quality materials for all of our students. However, we did not take the time that was needed to truly understand the shift to PA Core or to ensure that our instruction and assessment practices were aligned. We did not look closely at what the standard said to make sure that the content area teachers had clarity so that they could make the targets transparent for the students. We also did not take the time to ensure that our assignments and assessments were aligned to those expectations. So, the goals for this year are:

1. First, "unpack" the standards in our respective content areas/grade levels.
2. Second, write unit plans using the UbD framework (Stage 1 template) which reflects all of the "unpacked" standards for the unit, Big Idea(s), Essential Questions and Knowledge and Skills.
3. Third, write quality Learning Intentions and Success Criteria for each lesson *that align to the Unit plan*.
4. Finally, the assessment binders will house all of this work so that we can begin to build the curriculum maps in Edinsight.

All of these tasks will be accomplished by working in department or grade level teams. Research shows that collaborative conversations about unpacking provides clarity on what we want students to know and be able to do. Whereas, unpacking in isolation may result in different interpretations about intent and rigor resulting in an educational lottery for the students instead of a guaranteed and viable curriculum. Also, teachers who do the work to unpack the standards truly understand the standards. Unpacking leads to learning targets, which makes the pathway to mastery evident for students and teachers. Identifying the DOK required of the standard, leads to more thoughtful and intentional lesson design. Finally, assessments aligned to the standards make it easier to catch those students who don't understand. We should have a "dynamic" curriculum that is revisited every few years or as often as needed to make sure it is meeting the needs of our students.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Due to our low student performance on PSSAs, we are going back to the beginning with curriculum mapping and alignment. It has been at least 7 years since we had a comprehensive curriculum writing process. Since that time, the more rigorous PA Core Standards were adopted. Efforts to increase rigor in our classrooms to meet these more demanding expectations occurred at all levels. Teachers kept assessment binders where they reflected on the DOK levels of classroom assignments and revised them to be more rigorous, relevant or both. We also implemented two new curriculum series, *Journeys* and *Go Math!*, to help ensure the consistency of experiences and exposure to quality materials for all of our students. However, we did not take the time that was needed to truly understand the shift to PA Core or to ensure that our instruction and assessment practices were aligned. We did not look closely at what the standard said to make sure that the content area teachers had clarity so that they could make the targets transparent for the students. We also did not take the time to ensure that our assignments and assessments were aligned to those expectations. So, the goals for this year are:

1. First, "unpack" the standards in our respective content areas/grade levels.
2. Second, write unit plans using the UbD framework (Stage 1 template) which reflects all of the "unpacked" standards for the unit, Big Idea(s), Essential Questions and Knowledge and Skills.
3. Third, write quality Learning Intentions and Success Criteria for each lesson that align to the Unit plan.
4. Finally, the assessment binders will house all of this work so that we can begin to build the curriculum maps in Edinsight.

All of these tasks will be accomplished by working in department or grade level teams. Research shows that collaborative conversations about unpacking provides clarity on what we want students to know and be able to do. Whereas, unpacking in isolation may result in different interpretations about intent and rigor resulting in an educational lottery for the students instead of a guaranteed and viable curriculum. Also, teachers who do the work to unpack the standards truly understand the standards. Unpacking leads to learning targets, which makes the pathway to mastery evident for students and teachers. Identifying the DOK required of the standard, leads to more thoughtful and intentional lesson design.

Finally, assessments aligned to the standards make it easier to catch those students who don't understand. We should have a "dynamic" curriculum that is revisited every few years or as often as needed to make sure it is meeting the needs of our students.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Due to our low student performance on PSSAs, we are going back to the beginning with curriculum mapping and alignment. It has been at least 7 years since we had a comprehensive curriculum writing process. Since that time, the more rigorous PA Core Standards were adopted. Efforts to increase rigor in our classrooms to meet these more demanding expectations occurred at all levels. Teachers kept assessment binders where they reflected on the DOK levels of classroom assignments and revised them to be more rigorous, relevant or both. We also implemented two new curriculum series, *Journeys* and *Go Math!*, to help ensure the consistency of experiences and exposure to quality materials for all of our students. However, we did not take the time that was needed to truly understand the shift to PA Core or to ensure that our instruction and assessment practices were aligned. We did not look closely at what the standard said to make sure that the content area teachers had clarity so that they could make the targets transparent for the students. We also did not take the time to ensure that our assignments and assessments were aligned to those expectations. So, the goals for this year are:

1. First, "unpack" the standards in our respective content areas/grade levels.
2. Second, write unit plans using the UbD framework (Stage 1 template) which reflects all of the "unpacked" standards for the unit, Big Idea(s), Essential Questions and Knowledge and Skills.
3. Third, write quality Learning Intentions and Success Criteria for each lesson that align to the Unit plan.

4. Finally, the assessment binders will house all of this work so that we can begin to build the curriculum maps in Edinsight.

All of these tasks will be accomplished by working in department or grade level teams. Research shows that collaborative conversations about unpacking provides clarity on what we want students to know and be able to do. Whereas, unpacking in isolation may result in different interpretations about intent and rigor resulting in an educational lottery for the students instead of a guaranteed and viable curriculum. Also, teachers who do the work to unpack the standards truly understand the standards. Unpacking leads to learning targets, which makes the pathway to mastery evident for students and teachers. Identifying the DOK required of the standard, leads to more thoughtful and intentional lesson design. Finally, assessments aligned to the standards make it easier to catch those students who don't understand. We should have a "dynamic" curriculum that is revisited every few years or as often as needed to make sure it is meeting the needs of our students.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Due to our low student performance on the Keystone exams, we are going back to the beginning with curriculum mapping and alignment. It has been at least 7 years since we had a comprehensive curriculum writing process. Since that time, the more rigorous PA Core Standards were adopted. Efforts to increase rigor in our classrooms to meet these more demanding expectations occurred at all levels. Teachers kept assessment binders where they reflected on the DOK levels of classroom assignments and revised them to be more rigorous, relevant or both. We created Quad D lessons using the Rigor/Relevance framework and created common benchmark assessments in Edinsight. However, we did not take the time that was needed to truly understand the shift to PA Core or to ensure that our instruction and assessment practices were aligned. We did not look closely at what the standard said to make sure that the content area teachers had clarity so that they could make the targets transparent for the students. We also did not take the time to ensure that

our assignments and assessments were aligned to those expectations. So, the goals for this year are:

1. First, "unpack" the standards in our respective content areas/grade levels.
2. Second, write unit plans using the UbD framework (Stage 1 template) which reflects all of the "unpacked" standards for the unit, Big Idea(s), Essential Questions and Knowledge and Skills.
3. Third, write quality Learning Intentions and Success Criteria for each lesson that align to the Unit plan.
4. Finally, the assessment binders will house all of this work so that we can begin to build the curriculum maps in Edinsight.

All of these tasks will be accomplished by working in department or grade level teams. Research shows that collaborative conversations about unpacking provides clarity on what we want students to know and be able to do. Whereas, unpacking in isolation may result in different interpretations about intent and rigor resulting in an educational lottery for the students instead of a guaranteed and viable curriculum. Also, teachers who do the work to unpack the standards truly understand the standards. Unpacking leads to learning targets, which makes the pathway to mastery evident for students and teachers. Identifying the DOK required of the standard, leads to more thoughtful and intentional lesson design. Finally, assessments aligned to the standards make it easier to catch those students who don't understand. We should have a "dynamic" curriculum that is revisited every few years or as often as needed to make sure it is meeting the needs of our students.

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

This narrative is empty.

Modification and Accommodations

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

The Highlands School District offers a wide range of both support and services across the district. Learning support services are provided both within the regular education classroom environment at all building levels and through a resource setting and/or co-teaching depending on the needs of the individual student. The learning support services in the K - 8 setting are offered during an intervention time, while the 7 - 12 grades offer the learning support services through both an inclusive model, co-teaching, and a resource model setting.

The district utilizes the Multi Tiered Systems of Support (MTSS) model to differentiate and individualize instruction in reading and mathematics in Grades K-8. Each building's data team meets periodically to review and disseminate data based on students' growth from MAP assessments and types of interventions utilized.

The IEP team determines the level of support for the student based on his/her needs. The classrooms are included in the ebb and flow of the general education classrooms. The students continue to receive the support necessary in both the autistic support and life skills classrooms, as well as, the general education setting. This support is provided to students identified with Autism through a variety of regular education and special education programming based on student needs.

Any student whose need may exceed the degree of supplemental aids and services the district is able to provide must go through a complete needs assessment with the IEP team to determine if a more restrictive placement is needed. This is done only after all available supplemental aids and services have been exhausted.

All regular education staff and all paraprofessionals must review the Specially Designed Instruction (SDI) sections of all IEPs for students with whom they instruct and support.

This is done to ensure all staff knows the accommodations and modifications needed for their students with IEPs, GIEPs, and 504 Plans.

Professional development will be ongoing to further educate all staff on inclusionary practices for both students with and without IEPs, GIEPs, and 504 Plans. District administrators, special education teachers, paraprofessionals, guidance counselors, and nurses were also trained on Non-Violent Crisis Prevention Intervention and de-escalation techniques to ensure all students, especially those with fragile emotional and mental health needs, will have their daily needs addressed.

At the high school level, teachers modify and/or adapt course material for students requiring Specially Designed Instruction (SDI) as set forth in an Individualized Education Plan (IEP) or 504 Service Agreement. During school hours, students may receive individual academic assistance or attend additional tutoring after school.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The application of consistent instructional strategies which are aligned to the standards is ensured by building principals. Teachers create unit plans which follow the UbD format and Learning Intentions and Success Criteria forms for each lesson of the unit. They keep all of these materials in an assessment binder that is collected by the principals on a rotating basis. Principals provide feedback to teachers on their plans at least monthly. Formal and informal observations of teachers are conducted monthly by the administrative team in an effort to increase clarity about best practices and to ensure that the written curriculum is also the taught and assessed curriculum.

Embedded in the educator effectiveness system is an action plan for each member of the professional staff. Teachers are either part of the formal observation cycle or the differentiated supervision cycle. Teachers involved in formal observations participate in pre and post conferences. The pre observation segment of the educator effectiveness model is particularly reliant upon the administrator and teacher having a detailed understanding of lesson planning and the look fors in Domains 2 and 3 of the Danielson Framework. Teachers in the differentiated supervision cycle are required to create S.M.A.R.T goals and provide evidence of their work periodically. Additionally, staff members in the differentiated supervision model have the opportunity to create individualized learning pathways as part of their own professional development plan.

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

Peer evaluation is an option that teachers can select. This is voluntary only and must be agreed upon by the coach and teacher.

The district does not have available funding to hire instructional coaches. The grade level leaders and department chairs work with the district administration to discuss lesson plan consistency within subjects and across grade levels. These teacher leaders hold monthly meetings to discuss curricular matters, best practices and lesson design.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
-------------------------	--------

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

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

Based on formal observation with announced and unannounced classroom walkthroughs there is a need for improvement with the utilization of differentiated instruction.

Our MTSS data also indicates that our universal or Tier 1 program needs strengthened as there are too many students identified for Tier 2 and Tier 3 interventions.

Elementary Education-Intermediate Level

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

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

Based on formal observation with announced and unannounced classroom walkthroughs there is a need for improvement with the utilization of differentiated instruction.

Our MTSS data also indicates that our universal or Tier 1 program needs strengthened as there are too many students identified for Tier 2 and Tier 3 interventions.

Middle Level

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

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

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

Based on formal observation with announced and unannounced classroom walkthroughs there is a need for improvement with the utilization of differentiated instruction.

Our MTSS data also indicates that our universal or Tier 1 program needs strengthened as there are too many students identified for Tier 2 and Tier 3 interventions.

The middle school schedule needs revised in order to provide consistent intervention time for students.

High School Level

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

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

Based on formal observation with announced and unannounced classroom walkthroughs there is a need for improvement with the utilization of differentiated instruction.

Our MTSS data also indicates that our universal or Tier 1 program needs strengthened as there are too many students identified for Tier 2 and Tier 3 interventions.

Recruitment

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

The Highlands School District aims to attract and retain high quality teachers, support staff and administrators. When a vacant position is posted, numerous applicants respond. Candidates who possess the qualifications for the position are screened for other desirable characteristics necessary for the job. Applicants are then invited to interview for the position. Candidates move through a multi-step interview process that involves a variety of formats including teaching a lesson. The district is committed to hiring the best candidate for each position.

Other strategies include professional development and training opportunities for teachers to strengthen content knowledge, classroom management and instruction. We also spend considerable time each spring creating class assignments in the primary, elementary and middle schools, that are equitable and have the best opportunity for success.

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	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a

score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone Exams			X	X
Chapter/Unit Tests	X	X	X	X
Final Exam			X	X
Culminating Product (research paper/lab report)		X	X	X
Culminating Performance (Concert, artwork)		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
NWEA MAP Assessment	X	X	X	

Dibels Assessment	X	X		
Spring Math assessment	X	X	X	
Aimsweb	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Warm Ups	X	X	X	X
Exit slips	X	X	X	X
Quick Checks for Understanding	X	X	X	X
Student Work Samples	X	X	X	X
Homework	X	X	X	X
Observation of student performance	X	X	X	X
Student response technology activities	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
AIMS WEB	X			
NWEA MAP Assessment	X	X	X	
Ages and Stages	X			
MTSS 3 minute writing prompt		X	X	
Spring Math	X	X	X	
Dibels	X	X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments, both formative and summative, are reviewed by administrators and teachers. Department chairs and team leaders help with the creation of common assessments within their team.

Teachers keep an assessment binder and turn it in to the building principal on a rotating basis. They also have to reflect on the DOK levels of the assignments they give to students

and methods to increase the rigor level on at least one assessment. Guest book activities are regularly scheduled during the school year where pairs of teachers on the same team, in the same department or grade level, share their binders and provide feedback and suggestions.

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.

This narrative is empty.

Collection and Dissemination

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

The Highlands School District utilizes an online student information system that collects up-to date student assessment information including

- State assessment data (PSSA and Keystone exams)
- PVAAS Growth data
- NWEA MAP data
- Course progress data (report cards)
- Attendance data
- Discipline data
- Other local data

All professional employees have access to the online data system and accompanying student information for those students they teach or work with. The system provides a variety of individual and group reporting features, including the ability to customize student groups and reports. Standardized testing data is reviewed regularly by principals and teachers. Each school reviews the data and submits an annual action plan to address areas of weakness. At the primary, elementary and middle school levels, data assessment teams have been developed to review student progress three times each year.

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.

Students who have not demonstrated proficiency on academic standards are identified by the data teams. At the elementary level, the use of "WIN" (What I Need) time has been implemented to address these deficits. The Reading Specialists and School Based MTSS Teacher work collaboratively with the teachers to meet the needs of the students. At the secondary level, students are assigned to specific courses based on their assessment profile. Tenth and eleventh grade students who did not score proficiency on the Keystone exam are assigned an on-line Keystone Remediation course. Additionally, teachers in all areas are encouraged to incorporate eligible content, test taking strategies, and skill remediation where and when appropriate.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	X
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.

Principals and teachers have access to the online data warehouse system which makes comprehensive student performance data available. This data warehouse provides access to group and individual reports which show the degree of mastery for each assessment anchor at that building, class, group and individual student levels. The system also provides historical reporting features to make it easier for users to spot trends in academic performance that may be related to curricular changes or building initiatives that have been introduced into the learning environment. Teachers and administrators use this system to design and develop curriculum, common assessments and lesson plans that are informed by student data. Differentiated instructional strategies are layered within the classroom environment to meet the needs of all learners, not just those who have IEPs. The online system also provides resources for teachers which are indexed by standard and anchor to make the lesson design and development process less cumbersome. Grade level goals are selected based upon results of benchmark assessments throughout the year. Graphic organizers, reading and TDA strategies are used within the core instruction while targeting remediation of skills occurs during WIN time.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The district publicizes an annual calendar which lists the dates of the state assessments.

Parent letters are distributed to inform parents/guardians about building, subject and grade level specific testing dates, security procedures, and the right to review test materials to determine if there are any religious objections. When assessment results are released to the district, parent reports are distributed to inform them about their child's specific achievement levels. School and district performance data is presented and explained to the public at a board meeting. It is also made available on the district's website, newsletter and other print/online media distribution sources. Principals report student progress at the building level during PTO and PAC meetings. Parent teacher conferences are scheduled annually and on an as needed basis.

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

The district will explore including student summative assessment results in our school calendar, as well as, revamping course guidelines at the secondary levels to distribute pertinent information related to summative assessments.

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.

Although currently none of the schools in the Highlands School District are designated by the state as struggling schools, our student achievement data demonstrates that we have a lot of work to do in order to move all of our students to proficiency. In order to achieve at least one year's worth of growth in student achievement, the district will continue to develop district and building level action plans focusing on student achievement, curriculum alignment, professional development and the teaching and learning process. Data team meetings with elementary and secondary teachers will continue to occur. At the elementary level, data teams consist of principals, Title I and reading specialists, MTSS teachers, school psychologists, learning support teachers, speech language pathologists, and occasionally other administrators, such as the Director of Special Education or Coordinator of Curriculum, Instruction and Assessment. At the secondary level, the Core Teams consist of school counselors, principals, nurses, learning support teachers and trained SAP members. These groups look at a variety of data sources (grades, attendance, discipline, assessments, ect.) to determine what interventions need to happen and for which students. The district has embraced School-Wide Positive Behavior Support. Students are reminded daily to be RAMS (our school mascot):

- R (respectful)
- A (accountable)
- M (motivated)
- S (safe)

This theme is echoed through the buildings where students who feel safe and secure are better able to concentrate on learning. We utilize the Second Step program in our elementary and middle schools. Each building has its own PBIS team which helps to cultivate and maintain a productive and safe learning environment. Last year, the two primary centers and the upper elementary school were recognized by the state for implementing School Wide Positive Behavior Interventions and Supports with fidelity.

Programs, Strategies and Actions

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

Peer Helper Programs	X	X		
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

The safety of our students and staff is a top priority in the Highlands School District. All of our buildings have door alarms and security cameras. The middle and high schools have metal detectors at the student entrance and the main entrance. Visitors to the building must wait in a captured vestibule until we are able to scan them through the Raptor system. We have security guards in our elementary, middle and high school. We also have two retired police officers who visit each of the schools daily.

Last year, the two primary centers and the upper elementary school, were recognized by the state for implementing School Wide Positive Behavior Interventions and Supports with fidelity.

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.)

For Kindergarten, first second and third grade, we relied on MAP scores and teacher recommendations. Since we have recently added the NWEA MAP testing to our assessment/planning repertoire, we will use those scores as initial screeners, K to 8. After the fall administration of the MAP tests, we will review RIT scores for all students, looking for students who rank at the 95th percentile when compared to a nationwide sample. Those children will then be screened individually by the support teacher for the gifted and talented program. Highlands School District uses a rubric for screening and eligibility. The rubric includes standardized assessment, grades, early reading ability (ability to read fluently before 1st grade), teacher ratings (Chuska Scales), parent ratings (adapted Williams' Scales), and curriculum-based assessment (In the future, improvement rates on the MAP tests may be substituted.) Students who earn a sufficient number of points on the rubric are referred for additional testing. Parent permission for testing is obtained through PDE procedures, Chapter 16. Individual cognitive and achievement tests are administered by a school psychologist and scores are applied to the rubric. Students earning a sufficient number of points are determined to be eligible and in need of support services. (Parents may opt for a full assessment at any time in this process.) Flexibility in terms of the clinical judgment of the school psychologist and/or the GIEP team is permitted when factors may

mask gifted abilities.

Highlands School District through the guidelines in Chapter 16 offer our gifted support students various opportunities to address their specific needs. The district offers enrichment, advancement, pull-out and push-in services for our gifted learners. Their individual needs are identified and outlined in their Gifted Individualized Education Plan. Enrichment opportunities afforded to our students enable them to participate in alternative assignments, alternative activities, or alternative curricula based on their individual needs and their need for specially designed instruction. The district has Gifted Coordinators at each level, and the teachers offer students opportunities to expand their learning from the classroom to the community. These opportunities also afford students experiences and learning activities which enrich their learning, and apply their learning in other settings. The district offers advancement opportunities for its students at all levels. Students have the option, again based on need to advance in a particular curricular area. The GIEP team determines how a student's program is advanced, and the district provides if needed opportunities for students to travel between buildings to access coursework as well. The district also enables students to take AP and College level courses while still in High School. Highlands School District also has a cyber component, and students are able with support to access additional coursework and options to advance in all curricular areas while still attending Highlands. The Gifted Coordinators have opportunities to pull out students and offer additional enrichment and advancement opportunities as well as support services in the Gifted Support room. In addition, the Gifted Coordinators push in to various classes to co-teach or accommodate for gifted support students with the general education classrooms. The Gifted Support teachers are also a part of flex groups where they enrich not only the gifted learners but also high ability learners. Overall, our gifted support program is designed to provide our gifted learners what they need in regards to specially designed instruction based on need. The GIEP team based on evaluation data is able to program for our students effectively, and the GIEP affords them the opportunities for enrichment, advancement, pull-out services and push-in services that the student needs.

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

Various screening activities are conducted on an ongoing basis to identify students who may be eligible for gifted services. Screening activities may include: MAPs testing results, student work, Dibels, review of group-based data (cumulative academic records, aptitude and achievement test scores, enrollment records and health records, as well, as parent and teacher responses to questionnaires) by the building-level Child Study or Multi-Tiered System of Support Team. When screening results suggest that a student may need of gifted services, Highlands School District will, with parental consent, conduct an Evaluation. The Highlands School District may notify the public through vehicles including, but not limited to, the following: § Student handbooks § School district websites § Other media such as radio and television announcements § Local newspaper notices § Calendars and newsletters § Displays in public places such as the public library or school lobby.

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

For Kindergarten, first second and third grade, we relied on MAP scores and teacher recommendations. Since we have recently added the NWEA MAP testing to our assessment/planning repertoire, we will use those scores as initial screeners, K to 8. After

the fall administration of the MAP tests, we will review RIT scores for all students, looking for students who rank at the 95th percentile when compared to a nationwide sample. Those children will then be screened individually by the support teacher for the gifted and talented program. Highlands School District uses a rubric for screening and eligibility. The rubric includes standardized assessment, grades, early reading ability (ability to read fluently before 1st grade), teacher ratings (Chuska Scales), parent ratings (adapted Williams' Scales), and curriculum-based assessment (In the future, improvement rates on the MAP tests may be substituted.) Students who earn a sufficient number of points on the rubric are referred for additional testing. Parent permission for testing is obtained through PDE procedures, Chapter 16. Individual cognitive and achievement tests are administered by a school psychologist and scores are applied to the rubric. Students earning a sufficient number of points are determined to be eligible and in need of support services. (Parents may opt for a full assessment at any time in this process.) Flexibility in terms of the clinical judgment of the school psychologist and/or the GIEP team is permitted when factors may mask gifted abilities.

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.

Highlands School District through the guidelines in Chapter 16 offer our gifted support students various opportunities to address their specific needs. The district offers enrichment, advancement, pull-out and push-in services for our gifted learners. Their individual needs are identified and outlined in their Gifted Individualized Education Plan. Enrichment opportunities afforded to our students enable them to participate in alternative assignments, alternative activities, or alternative curricula based on their individual needs and their need for specially designed instruction. The district has Gifted Coordinators at each level, and the teachers offer students opportunities to expand their learning from the classroom to the community. These opportunities also afford students experiences and learning activities which enrich their learning, and apply their learning in other settings. The district offers advancement opportunities for its students at all levels. Students have the option, again based on need to advance in a particular curricular area. The GIEP team determines how a student's program is advanced, and the district provides if needed opportunities for students to travel between buildings to access coursework as well. The district also enables students to take AP and College level courses while still in High School. Highlands School District also has a cyber component, and students are able with support to access additional coursework and options to advance in all curricular areas while still attending Highlands. The Gifted Coordinators have opportunities to pull out students and offer additional enrichment and advancement opportunities as well as support services in the Gifted Support room. In addition, the Gifted Coordinators push in to various classes to co-teach or accommodate for gifted support students with the general education classrooms. The Gifted Support teachers are also a part of flex groups where they enrich not only the gifted learners but also high ability learners. Overall, our gifted support program is designed to provide our gifted learners what they need in regards to specially designed instruction based of need. The GIEP team based on evaluation data is able to program for our students effectively, and the GIEP affords them the opportunities for enrichment, advancement, pull-out services and push-in services that the student needs.

Developmental Services

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

Explanation of developmental services:

From our Chapter 12 Plan:

DOMAIN

I.

Developmental Services

Service A: School Counseling

Activity 1:

School counselors will provide transition activities for students moving from elementary school to middle school and from middle school to high school.

Activity 2:

At the secondary level, School counselors will coordinate the bullying prevention program. At the elementary level, the elementary counselor will coordinate the program. Second Step curriculum will be used K-8 while the mentoring curriculum will be used at the High School.

Activity 3:

School counselors will provide information about educational opportunities of the school's instructional program at all levels of the school system. This information will be provided through the programs of studies, agenda books, parent/teacher conferences, and specialized programs.

Activity 4:

School counselors will provide career information and assessments so that students, and parents or guardians, will be aware of the world of work and a variety of career options

available to individual students. For students receiving services under Sec. 14 and in need of transition (to post secondary placements), the transition coordinator will also provide information and assessments. Career days, both in district and out of the district, will begin during sixth, seventh, and eighth grades and continued through twelfth. Visits to vocational technical centers and local colleges/training schools may begin as early as 6th grade. Career awareness and exploration will meet the requirements of the Future Ready PA Index.

Activity 5:

School counselors, in conjunction with administration and other staff, will disseminate information about the availability of the Student assistance program. The School-wide Positive Behavior Program will also be supported.

Service B: Health

Activity 1:

Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses will provide basic health services as outline in Article XIV of the Public School Code of 1949 (24 P. S. §§ 14-1401—14-1423) for students and information to parents or guardians about the health needs of their children.

Activity 2:

Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurse will complete screenings and provide services as outlined in the HSD nurses' manual.

Activity 3:

Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses, will monitor the fulfillment of immunization requirements as per Board Policy 203.

Activity 4:

Certified school nurse(s) will, in conjunction with the food services coordinator, develop a wellness committee and a wellness plan, district-wide.

Service C: Psychology

Activity 1:

Certified School psychologist will provide psychological counseling for exceptional students who have been identified as requiring such related services as part of their IEPs and for students identified through the RTII and other sources.

Service D: Social Work

Activity 1:

School counselors will facilitate small groups on prosocial skills.

Activity 2:

The McKinney Vento liaison for students experiencing homelessness will ensure that the

annual notice is included in district publications, that posters are periodically distributed within the community, and that new registrants in the district are informed of available services and asked about their eligibility for such services. The Liaison will assure that the needs of students experiencing homelessness are met in a timely fashion. The Liaison will track changes in housing status and assist families with transitions

Service F: Nutritional Services

Activity 1:

Free breakfast and lunch will be provided to all students. The Food Services Director will coordinate these services.

Activity 2:

The Food Services Department will assure that a nutritious snack is available for students in the Preschool program.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning			X	X
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
Partial Hospital Services	X	X	X	X
School-based therapy services through community mental health agency	X	X	X	X
Mental health services for families within the school building	X	X	X	X
Drug and Alcohol Services at school through a community agency	X	X	X	X
School Wide Positive Behavioral Support	X	X	X	X

Access to Re:Resolve Crisis intervention teams from Allegheny County MH/MR	X	X	X	X
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Explanation of diagnostic, intervention and referral services:

From our Chapter 12 Plan:

Service A: Counseling

Activity 1:

School counselors will make referrals to HSD's student assistance program, and/or MTSS process and will follow up on the team(s) recommendations. Student and parents will be encouraged to participate in the process.

Activity 2:

School counselors will conduct assessments of students with suicidal ideation and make referrals for interventions as needed.

Activity 3:

At the Secondary level, school counselors will coordinate the bullying intervention program and will work with students in regard to this program.

Activity 4:

The Title IX coordinator will, in conjunction with the building principal, conduct investigations of all sexual harassment complaints involving students.

Activity 5:

The School Counselor, Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses may participate in the interviews of students who may have been abused and will facilitate the reporting of such abuse as necessary to Childline and Children, Youth and Family Services. As per Act 126 of 2014, all employees are responsible for reporting to Childline suspected abuse.

Activity 6:

The support teacher for the gifted program, working with school counselors and the certified school psychologist, will review data and complete the yearly screening students of suspected to have gifted abilities.

Activity 7:

The school counselors will participate in the MTSS process and the School-wide Positive Behavior Program by gathering data, such as curriculum-based assessments, observations, and functional behavioral assessment, and by implementing strategies to help students overcome barriers to a successful educational experience.

Activity 8 :

The elementary school counselor will prepare and present lessons related to character development topics and other topics as identified by the building principal(s)

Activity 9:

The School counselors will assist in meeting the needs of students traumatized by events at school (i.e., deaths of peers) or within the community (fires, natural disasters).

Activity 10:

The School counselors will assist students/families in finding tutors when they are needed.

Activity 11:

The School counselors will find teachers for homebound students as directed by principals

Activity 12:

The High School Counselors will provide career-counseling services, including but not limited to career exploration, preparation of a career portfolio, applications process for post graduate education, and scholarship application procedures.

Service B: Health

Activity 1:

The Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses, will respond to student illness and/or injury in a timely fashion.

Activity 2:

The Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses, will administer medication as per HSD policy and procedure.

Activity 3:

Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses, will monitor illness/absence patterns and reporting to Health Department as per statutory requirement. (203, 203.1)

Activity 4:

Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses, will participate in the MTSS process and the School-wide Positive Behavior Program by gathering data, such as curriculum-based assessments, observations, and functional behavioral assessment and by implementing strategies to help students overcome barriers to a successful educational experience.

Activity 5:

The Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses, will coordinate services for pregnant students.

Activity 6:

The Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses, will assist school employees in reported suspected child abuse. The Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses, will complete the physical examination portion of the mandated reporting State form 151.

Standards:

I.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Service C: Psychology

Activity 1:

The school psychologist will serve as chair person of the MDE/GMDE teams and will monitoring time lines/areas of compliance related to MDE/GMDE. The school psychologist will review all evaluation and re-evaluation reports completed by other staff in the district and by contractors.

Activity 2:

The school psychologist will complete psychological assessment of students referred for MDE/GMDE or for full Re-evaluation. The school psychologist will prepare the evaluation or re-evaluation reports for students receiving full psychological assessments and other as appropriate.

Activity 3:

As directed by the Superintendent of schools, the school psychologist will complete assessments of risk for suicide and risk for violent behavior.

Activity 4:

The school psychologist will coordinate postvention services within the district when there have been deaths or other tragic events.

Activity 5:

The school psychologist will provide consultative support to other student services staff and administrative staff in regard to mental health issues, functional behavior assessment, child abuse reporting, sexual harassment complaint investigation, and homelessness.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
Liaison/support consultants from AIU#3 for PBIS	X	X	X	X
County liaison for SAP/ESAP	X	X	X	X
Coordination with local Salvation Army and Community Programs (domestic violence shelters, homeless shelters, food cupboards, etc.)	X	X	X	X
Attendance officer/Home School Visitor who coordinates truancy elimination plans in conjunction with county program and district magistrate	X	X	X	X

Explanation of consultation and coordination services:

Service A: Counseling

Activity 1:

School counselors will consult with staff members and parents to make referrals for community services when such services fall outside the scope of the students services professional.

Service B: Health

Activity 1:

Certified School Nurses, registered nurses, and licensed practical nurses, working under the supervision of the certified school nurses, will consult with staff members and parents to make referrals for community services when such services fall outside the scope of the students services professional.

Service C: Psychology**Activity 1:**

Certified School Psychologists will consult with staff members and parents to make referrals for community services when such services fall outside the scope of the students services professional.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Professional learning over the last several years has included training on differentiated instruction for all teachers - special education and classroom teachers alike. Special education teachers, reading specialists, MTSS interventionists, principals and the school psychologist provide samples of research-supported differentiation and are available for consultation with classroom teachers. Technology within the classroom - smart boards, tablets, video-streaming, etc., enables teachers to reach beyond the classroom for collaborative activities.

HSD is implementing the MTSS framework. It has been actively in place for reading at the primary and upper elementary levels for several years and is being introduced at the middle school and high school levels. Behavior and math are being integrated into the system. The emphasis in MTSS is team-based, data supported, decision making. Classroom teachers, reading specialists, MTSS interventionists, speech therapists, counselors, and principals make data-based decisions about grouping students for Tier 2 interventions and about individualized interventions at the Tier 3 level. Across the district, co-teaching classrooms at every level pair classroom teachers with other professionals to provide differentiated instruction to meet the needs of all students - including students already identified with special needs. The NWEA MAP assessments used in grades K through 8 provide data about students' academic achievement and progress.

In the elementary levels, students are placed in small instructional groups (WIN groups) for remediation or enrichment in specific skill sets. Formative assessments help the teachers move students in and out of groups according to the students' mastery of targeted skills. Students in need of acceleration are grouped together for activities.

In the middle school, students are grouped into academic teams. Common planning time is built into the schedule and classroom teachers, specialists (art, music, physical education, computer, etc.) special education teachers, school counselors, and others work together to

develop curricular activities that meet the needs of all students. Parents and students participate in the meeting when necessary.

In the high school, the Student Assistance Team reaches out to students experiencing academic and/or emotional difficulties. Team members, teachers and other educational professionals, work with students to remove barriers to academic and personal success.

Special education teachers are present in regular education classes as co-teachers to support students who may need more individualized instruction.

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

- **Child care:** The district provides transportation from local day care providers. We also offer a Pre-K Counts program that consists of three classrooms.
- **Tutoring/After School Programs:** There are several after school activities available to our students. Tutoring is available in the community center of one of our housing plans. Several district students and staff volunteer to tutor after school.
- **Youth workforce development programs--Highlands** was one of the first school districts to partner with a local manufacturing business to provide internship experiences for our students. The Junior Apprenticeship Program (JAA) gives several of our seniors the opportunity to apply their technical skills while gaining valuable experiences in work force protocols. The curriculum consists of Computer Aided Design (CAD), Geometric Tolerance and Dimensioning, Measurement Science (Metrology), Advanced Geometry/Trigonometry, and Academic English 12 (educates and prepares students with required communications skills used in today's manufacturing environment). All JAA courses are taught by Highland's faculty in conjunction with traditional academic classes. Additionally, students travel to Oberg's facilities two days each month, during the school year, for lesson-specific, job shadowing, and hands-on learning experiences working with Oberg's skilled employees. This special pre-apprenticeship program is offered to participating Highlands High School seniors at no cost. Students who complete the JAA program courses in good academic standing and satisfy Oberg's apprenticeship entrance requirements are offered preferred placement as full-time apprentices at Oberg Industries upon graduation from high school. In addition, students who are selected and complete Oberg's apprenticeship program, receive

a college certificate and college credits from Butler County Community College that can be applied to a college degree.

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.

HSD works with the Allegheny Intermediate Unit #3 to identify and service children with disabilities. The Director of Special Education works with the AIU liaison and attends many pre-school IEPs, getting to know the students and their needs before they enroll in school. Highlands hosts Early Childhood Stakeholder meetings each quarter. These meetings include kindergarten teachers, Pre-K Counts teacher, Head Start Teachers, DART representatives, and private preschool providers. Parents are encouraged to attend. At the meetings, information is shared, transition planning occurs, and services are coordinated. It is an excellent opportunity to discuss goals, progress and areas of need.

The district has an early childhood fair each year to introduce the kindergarten and preschool teachers to prospective students and their families. This fair is followed up by registration activities and then by a screening of all incoming students by kindergarten teachers and speech therapists. The district has a Pre-K Counts program. This federally funded 1/2 day program services 40 student, 34 of whom are considered 'at-risk'.

The district is involved with our preschool population for those students who are identified from age three. A representative from the district attends IEPs and other service meetings when invited by the IEP team and the child is identified as a Green File. (This enables the AIU#3 to share information with the district). During the year prior to Transition to Kindergarten, Highlands actively participates in meetings and planning sessions to enable the transition to be a seamless process. Along with a group sharing meeting, the district invites parents to visit the schools and our classrooms to be fully informed about our services and our classrooms. The EI IEP team and the School-Age IEP team often meet as a group to share information, look at evaluation results and plan for services to continue in this seamless manner. Many of our families know the staff who will be working with their

son or daughter prior to the start of the school year. This enables parents to feel more secure, and enables our staff to get to know and meet the students prior to the school year.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The budget process at Highlands begins with grade level leaders at the elementary level, team leaders at the middle level, and department chairs at the high school. The responsibility of these teacher leaders is to determine the resources required by the staff to effectively engage students in learning. Those requests are then reviewed by administration and then resources and materials are prioritized by the administration and budgeted for by the business office. All curricular materials are reviewed to ensure alignment to the PA Core or PA Academic Standards before they are purchased.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The budget process at Highlands begins with grade level leaders at the elementary level, team leaders at the middle level, and department chairs at the high school. The

responsibility of these teacher leaders is to determine the resources required by the staff to effectively engage students in learning. Those requests are then reviewed by administration and then resources and materials are prioritized by the administration and budgeted for by the business office. All curricular materials are reviewed to ensure alignment to the PA Core or PA Academic Standards before they are purchased.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The budget process at Highlands begins with grade level leaders at the elementary level, team leaders at the middle level, and department chairs at the high school. The responsibility of these teacher leaders is to determine the resources required by the staff to effectively engage students in learning. Those requests are then reviewed by administration and then resources and materials are prioritized by the administration and budgeted for by the business office. All curricular materials are reviewed to ensure alignment to the PA Core or PA Academic Standards before they are purchased.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The budget process at Highlands begins with grade level leaders at the elementary level, team leaders at the middle level, and department chairs at the high school. The responsibility of these teacher leaders is to determine the resources required by the staff to effectively engage students in learning. Those requests are then reviewed by administration and then resources and materials are prioritized by the administration and budgeted for by the business office. All curricular materials are reviewed to ensure alignment to the PA Core or PA Academic Standards before they are purchased.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% 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 less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of

	district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% 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	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As mentioned earlier, our standardized test scores indicate that our core program of instruction needs to be better aligned to the PA Core Standards. We are spending time this year unpacking the standards in each of the content areas to determine the level of rigor expected by the standards, and to align our instruction and assessment to these expectations. The SAS portal is a key resource that teachers will use in their unit planning.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% 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 less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of

	district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% 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 less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As mentioned earlier, our standardized test scores indicate that our core program of instruction needs to be better aligned to the PA Core Standards. We are spending time this year unpacking the standards in each of the content areas to determine the level of rigor expected by the standards, and to align our instruction and assessment to these expectations. The SAS portal is a key resource that teachers will use in their unit planning.

Middle Level

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

	less than 50% of district classrooms
Civics and Government	Implemented in less than 50% 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 less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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 less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

As mentioned earlier, our standardized test scores indicate that our core program of instruction needs to be better aligned to the PA Core Standards. We are spending time this year unpacking the standards in each of the content areas to determine the level of rigor expected by the standards, and to align our instruction and assessment to these expectations. The SAS portal is a key resource that teachers will use in their unit planning.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% 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 less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 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 less than 50% of district classrooms

School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

As mentioned earlier, our standardized test scores indicate that our core program of instruction needs to be better aligned to the PA Core Standards. We are spending time this year unpacking the standards in each of the content areas to determine the level of rigor expected by the standards, and to align our instruction and assessment to these expectations. The SAS portal is a key resource that teachers will use in their unit planning.

Early Warning System

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

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

Professional Education

Characteristics

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

The professional learning opportunities at Highlands provide teachers and administrators opportunities to enhance the teaching and learning process. Over the last several years, we have offered professional staff options to choose during professional development training days. Some of these options include CPI training, technology integration, classroom management, working with new curriculum series, the MTSS framework, data analysis, various interventions for reading and mathematics such as Spell Read and Spring Math, and STEM sessions. Matters pertaining to school safety and state mandates are also addressed when needed. During the 2018-2019 school year, we are focusing all of our professional learning time on the Understanding by Design (UbD) framework so that we can ensure an aligned curriculum.

Attendance is recorded through sign in sheets and Act 48 hours are submitted into the PDE PERMS system.

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:
11/5/2013
The LEA plans to conduct the required training on approximately:
12/21/2018 Teachers will use https://owa.wiu.k12.pa.us/owa/redir.aspx?C=f01a95bpns2M6nE_rFZzqQfqSRkV3POocxYVioNL4ehBhplWfC3WCA..&URL=https%3a%2f%2fwww.reportabusepa.pitt.edu%2fwebapps%2fportal%2fexecute%2ftabs%2ftabAction%3ftab_tab_group_id%3d_91_1 to deliver this instruction on-demand

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 plans to conduct the training on approximately:
12/10/2018 professional learning (2 hour delay) pretest, on line modules and group discussion
1/9/2019 professional learning (2 hour delay) on line modules and group discussion, post test
8/27/2019 inservice day (training done by school psychologist)

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:
12/10/2018 professional learning (2 hour delay) pretest, on line modules and group discussion
1/9/2019 professional learning (2 hour delay) on line modules and group discussion, post test
8/27/2019 inservice day training done by school psychologist

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers

- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The leadership team at Highlands spends a great deal of time analyzing student achievement results. We utilize the Edinsight data window to analyze the student data during data team meetings. Within the Educator Effectiveness System we capitalize on two opportunities for professional learning. The first is the pre observation conference. If it is determined that a staff member requires more time to develop skills a plan of action is created to assist that teacher. The second and final opportunity is the Next Steps or the Action Plan created at the post observation conference. This plan is designed collaboratively by the rater and staff member to create an individualized professional development plan to enhance strengths and provide additional learning for areas that need improvement. Lastly, the district leadership provides a professional development calendar for staff. This calendar contains mandated state professional development, professional development required as part of student achievement data, and, occasionally, individualized choice for professional learning.

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

As we are able to meet the mandates of the Pennsylvania Department of Education we will begin to phase in professional development in the areas not addressed. We will create surveys to determine the effectiveness of PD on teaching and learning. Additionally, when leaders recommend any outside providers for professional development, we determine if the professional development is aligned to our district goals and then we check references such as the AIU or neighboring districts. Lastly, we ask for presentations in advance and discuss in our Professional Development Committee meetings to determine validity and fidelity. For the most part, professional development is provided by the administrators or teacher leaders in the district.

Induction Program

Checked answers

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

Unchecked answers

None.

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

Inductees are required to attend six professional learning sessions provided by the district. In addition, teachers may choose to attend induction sessions provided by the Allegheny Intermediate Unit. Inductees are assigned a mentor teacher to assist with expectations of the Highlands School District. Additionally, the mentor teacher is responsible for helping the inductee acclimate to the building culture in which he or she is assigned.

Teacher Induction Report Highlights/Overview:

Major Goals:

- To facilitate and support the transition of new teachers to Highlands
- To identify individual needs of new teachers and provide support
- To provide the tools for new teachers to acquire and utilize effective instructional practices
- To aide teachers in achieving satisfactory performance through collaboration and reflection using the Danielson Framework for Teaching

- To assist new teachers in creating a culture of learning that will result in increased academic success shown by local and state standards

Major Competencies:

- Familiarize teacher with district policy and procedure as stated by the Board
- To educate teachers on ethnic and cultural diversity
- To provide needed resources
- To familiarize teachers with school law, federal, state and special ed. Guidelines
- To familiarize teachers with Danielson's Framework for Teaching

Other information contained in Plan:

- Mentor selection process and qualifications
- Review and Assessment procedures for non tenured teachers
- Outline of suggested new teacher induction topics and meeting dates
- Program evaluation procedures
- Inductee evaluation procedures both formal and informal
- Program completion requirements including peer observations and self assessment

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

This narrative is empty.

Needs of Inductees

Checked answers

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

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

Unchecked answers

None.

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

The needs of new professionals in the Highlands District will be determined by using a variety of methods. Each inductee will complete a needs assessment where they will rank order a variety of topics. Formal and informal observations at the beginning of, and throughout, the school year with post observation discussions will identify individual needs, as well as, clarify building procedures and effective practices. The inductee will also share all identified needs and proficiencies with his/her mentor.

Further content of the new teacher induction program will be determined by the Highlands School District Professional Development Committee (Principals, Asst. Superintendent and Teacher Reps.) working with Central Administration. It includes a review of Pennsylvania Chapter IV regulations to provide an opportunity to include content on the latest expectations of ESSA or similar federal initiatives. In addition, a review of national research in education provides an opportunity to include current research-based, best-practices in the Induction Program sessions.

Highlands School District will also perform Needs Assessment through the following:

- Inductee Needs Assessment Survey. (See New Teacher's Needs Assessment.) This survey of the teachers currently participating in the Induction Program provides the opportunity to tailor the content of the session to the precise needs of new teachers.

The Professional Development Committee (PDC) working with Administration has the primary responsibility to conduct on-going assessment of the Induction Program by the

following:

- Mid-year review of the program to assess the program currently in progress.
- Mid-year review of Inductee portfolios (with monthly response journal), mentor/inductee log (checklist), sign-in logs, surveys and exit tickets.

-Inductees will be responsible for completing a portfolio electronically during the first 2 years of this plan

- End of year review for the program to assess the effectiveness of the program offered that school year.

Review and approval of Induction accountability forms and submitted materials, i.e., portfolios (with monthly response journal), mentor/inductee log (checklist), sign-in logs, surveys and exit tickets are included in the plan. SLO and unit planning will also be assessed.

The following is a sample of the type of beginning needs assessment surveys utilized in the Highlands School District:

New Teacher Needs Assessment

A review of current literature indicates that the following items are areas of concern for beginning teachers. Please order the eight (8) areas that you perceive as needs of a beginning teacher. Rank them in order, with number 1 being the item you feel is the greatest need. Responses will be utilized in developing activities for use with the district's New Teacher Assistance Program.

- Implementation of State Curriculum Regulations
- Classroom Procedures
- Interaction and Cooperation with Parents
- Classroom Management, Discipline and Assertiveness
- Individual Student Differences
- Record Keeping
- Alternative Assessment of Student Work
- Scheduling and Time Management
- Planning Lessons
- Motivating Students
- Danielson Framework
- Wellness
- Materials and Supplies
- Getting Acquainted with School District Resources and Demands
- Questioning Techniques for Effective Instruction

- Strategies for Instruction
- Student Learning Styles
- Mainstreaming/Inclusion
- Staff Development Topics Inherent in Performance-Based Education
- Academic Standards Implementation
- Portfolios

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

All Strategies have been selected from the list. Some will run concurrently throughout the year(s). Some will be points of focus throughout the program only.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

All new teachers to the Highlands School District who have not completed a Pennsylvania-approved induction program will be assigned a mentor for the first three years of employment. The selection of mentors will be at the discretion of the building principal. The following considerations are recommended for the selection of mentors:

1. PROCESS

- A. Post positions in June/July for the upcoming school year
- B. Application to be submitted to principal, assistant superintendent and copy sent to Human Resources

C. Principal and Assistant Superintendent collaborate to determine best candidate suited for position

2. QUALIFICATIONS

- A. Educational
 - 1. Three years' teaching experience with a minimum of three in the Highlands School District
 - 2. Tenured (three years' teaching experience with satisfactory rating)
 - 3. Instructional II Certificate
 - 4. Satisfactory rating for past 3 years
 - 5. Participation in one-day mentor training program
 - 6. Demonstrated knowledge and use of effective teaching techniques
- B. Personal Traits
 - 1. Positive, professional attitude
 - 2. Willingness to serve
 - 3. Well organized
 - 4. Good rapport with colleagues, students, parents and community
 - 5. Strong communication skills

3. FACTORS FOR CONSIDERATION

- A. Proximity to inductee
- B. Similar assignment (Grade level or subject area)
- C. Recommendation of building principal

4. LIMITATIONS

- A. One mentor per inductee when feasible based on factors
- B. Same building
- C. Similar assignment

The role of the mentor is to

- Promote professionalism and excellence in education.
- Establish a rapport with the inductee.
- Orient the inductee to district and building policies/procedures.
- Assist the inductee in the development of a classroom management plan.
- Participate in training and staff development programs relating to the induction program.
- Provide guidance/support and feedback to the inductee through non-evaluative, structured observation and conferencing.
- Provide assistance in utilizing resource personnel and obtaining materials.
- Help the inductee identify strengths and/or needs and establish personal and professional goals.
- Model and promote the practice of reflective teaching with inductee.
- Suggest methods of effective communication.
- Attend required induction program meetings and complete required forms in a timely manner.
- Participate in the evaluation of the Induction Plan based on the strategic plan.

Training for mentors will occur with building principals and in cooperation with the central administration. Training will entail, but is not limited to:

- Overview of induction program: expectations, requirements and dates
- Effective Communication skills
- Norms of collaboration
- Inductee phases of growth
- Basic peer coaching skills

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

All topics are addressed on an on-going basis both through the induction program and through professional learning days at the district and/or building level.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Various roles and responsibilities are included in the process of Evaluation and Monitoring of the New Teacher Induction Program.

1. Central Administration will designate staff with the responsibility to do the following: provide organization and structure to the Induction and Mentor programs; manage the implementation of the program; familiarize staff to the Induction Program plan and schedule; conduct staff development programs for inductees; and conduct staff development programs for mentors. In the administration of their specified responsibilities, Central Office will maintain records and sign-in logs.
2. Professional Development Committee (PDC) is a large committee that represents a cross section of the school district. This committee has the responsibility to identify Induction Program session topics to match the needs of the school district and provide input to overall design and structure of the Induction Program. The PDC will do an annual review of the Induction Program and session topics using information provided to them by Central Administration. The PDC will meet bi-yearly to review the administration and supervision of the building-specific programs. The committee will also provide guidelines, forms, surveys and other related materials required to formally evaluate and monitor the Induction Program. Lastly, the committee will complete mid-year and end-of-year evaluations of the programs.
3. Building Principals working with Department Heads and Grade-Level Chairs support the inductee in meeting the goals and objectives of the program. They will guide and/or conduct staff development programs for inductees within the building and facilitate monthly mentor/inductee meetings. Building Principals will review, discuss and sign mentor/inductee logs (checklists), Induction Program Attendance Records, portfolios for the staff in their buildings.
4. Mentors are assigned to Inductees. It is the responsibility of the Mentor to support the inductee in meeting the goals and objectives of the program. Mentors will maintain the Mentor Checklist. The checklist will be submitted to the PDC to evaluate and monitor the Induction Program as it relates to their assigned inductee.
5. It is the responsibility of the Inductee to prepare a personal Portfolio and action research project, as well as return Induction Program Surveys and Exit Tickets to Central Office Staff to use with the PDC to evaluate and monitor the program.

The intent of evaluation is to review and refine the Induction Program. Monitoring will allow HSD to make on-going revisions to the Induction Program to meet the changing needs of the professional staff. With our monitoring process, adjustments can be made to the program on an annual basis or while the program is in progress.

The following procedures will be followed in order to achieve this intent:
Formal Evaluation Procedures

- A Needs Assessment will be administered to all new inductees, mentors, and building principals to determine their areas of interest, concern, and weakness that need to be addressed.

- Mid-year evaluation forms and materials including portfolios (with monthly response journal), mentor/inductee log (checklist), sign-In logs, surveys and exit tickets completed by the inductees, mentors, and building principals will provide an opportunity to list specific needs not already covered in the program.
- End-of-the-year evaluation of the induction program to determine its effectiveness will be completed by inductees, mentors, and building principals to list specific needs not already covered in the Induction Program.
- End-of-the-year formal evaluation by the PDC of the Inductees and mentors may include a review of portfolios, sign-in logs, exit tickets, mentor/inductee logs (checklists), surveys, mentor reviews, principal observations/evaluations.
- The PDC will meet at least two times a year to review the mid-year evaluations to identify and plan revisions to the program in progress if needed. The PDC may also review documentation such as exit tickets, checklists, surveys, mentor reviews, principal observations/evaluations that have been submitted to date. The following questionnaires, surveys and checklists compose several examples of the type of written documentation used by the Highlands School District.

Informal Evaluation Procedures

- The PDC will work with new teachers, mentors, and administrators to evaluate and adjust to the needs of those individuals in the induction program through informal discussions.
- Monthly building sessions between mentors or principals and inductee will assess the program and determine if additional needs should be addressed by the Induction program. Feedback will be reported to Central Office and the PDC.
- Ongoing interaction between mentors and inductees will provide informal evaluation of the varied programs and meetings that are integral parts of the Induction Program.

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: **539**

Identification Method

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

Highlands School District continues to use the discrepancy model.

Data is gathered from multiple sources: students, parents, classroom teachers, observations, MTSS interventionists, reading specialists, nurses, district-wide testing, PSSA, progress monitoring, guidance counselors, social workers, home-school visitors and review of records. If the student's assessed achievement is significantly behind age-or grade peers when compared to the state standards or age-based standards, further investigation (administration of cognitive, achievement, and other standardized assessments) is completed. The MDE team must rule out that the discrepancy is not a result of a visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency. The team must also ensure that underachievement is not due to a lack of appropriate instruction in reading or math.

Students whose cognitive ability and demonstrated achievement are statistically discrepant at a 0.01 level (that is, such a discrepancy is likely to occur by random only 1 time in 100) and for whom the base rate of such a discrepancy is 10% or below, may be found to be eligible for special education services as a student with a specific learning disability in the subject area of discrepancy. When it is not possible to use a regression formula (as above), delays in achievement, as per state standards or age standards, may be used in making the SLD determination. It is suggested that delays of 1.5 years to 2.0 years, or a documented rate of improvement that will not bring a student to within 6 months of grade level achievement within a school year, be considered.

Enrollment

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

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

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

The Highlands School District currently is not disproportional in enrollment.

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?

Currently the Highlands School District does not have sites and locations where the district presents as the host District. If there would be a site established within the District we would adhere to the following and approach the obligation under Section 1306 of the Public Code as such:

The Highlands School District would be committed to providing FAPE under accordance with the guidelines and obligations under 1306. The students who we would serve as the host district for are students who are placed in a group home by either the county or other service provider. We first would notify the district of residence of a student's placement, and we would work cooperatively with them in securing or transitioning the student into the appropriate placement based on the student's current IEP. We would also provide them with all documentation and all information regarding the student while serving as the LEA for the placed student.

The Highlands School District would have ongoing communication with the home district, the district would continue to report progress at least quarterly, the district would communicate with school and LEA about services and needs, and the district would invite the home district in the planning and program development. We would request the LEA from the home district to attend meetings, and we would also be a part of the planning during transitions and IEP meetings.

The Highlands School District would examine any and all documentation pertinent to the student's needs and current IEP. Based on this information and an IEP meeting, the district based programs would first be considered for the student with related services and supplementary aids and services. If the IEP team would decide that the student needs a more restrictive placement, that placement would be secured through the referral process. If the student would currently be in an outside of district placement, we would transition the student into that placement if it is within transportation guidelines.

As a district, if we would experience problems or barriers to meet our abilities under 1306 we would look at the many unique and specialized programs within our own district. Often times students can appropriately be serviced in our district based programs. If a more restrictive placement would be needed and referrals would have to be made, we would set up an individualized program in the interim. This may in some instances be a one-on-one teacher.

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 Highlands School District will assume responsibility and provide or arrange for another provider to provide a student who has been deemed eligible and who is incarcerated with a free appropriate public education. The Highlands School District's child find activities include: newsletter with notice to all district residents, district calendar with notice to all district residents, community agency awareness activities, and various other parental informational notices and brochures. In this area the district also has Memorandums of Understanding with each community police agency, communications and active working relationship with local magistrate, district-based probation officer, and relationships with other agencies involved in various prevention programs. The Highlands School District assures that they will cooperate and work with local and other police agencies, juvenile detention centers, and magisterial judges to insure FAPE for our students. We would additionally cooperate with other districts where institutions are located.

The district will continue to communicate and be a part of educational planning and programming, and the district will continue to monitor progress at least quarterly. The district will offer participation in meetings and also will participate in transition meetings and service needs.

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.

Through progress monitoring, ongoing communication, collaboration, and at minimum an annual IEP, the team reviews each students' IEP team and discusses options for each student including those who are in approved private placements and center based programs. To the greatest extent possible the student is placed in the least restrictive environment where he or she can participate to the greatest extent possible with non-disabled peers. When a student is able to transition from the private setting to the public

setting the team insures that all required services and supports are in place to allow the student to be successful in a less restrictive environment.

The general education environment is always considered as the first level of least restrictive environment. Supports to the general education classroom are provided as a necessary measure prior to special education service delivery in special education classrooms in the home school, other district school, or out-of-district placement. The district has provided training on LRE and also LRE percentages. It has also provided several inservices both district wide and at the building level. The District is involved in the Co-Teaching Cohort with the Allegheny Intermediate Unit. The District prides itself at being able to educate most of its special education population in their home school and within the LEA. The majority of the students receive special education and related services in the same school as their neighborhood peers. Additionally, as the law requires, a full continuum of services is offered in the District as well as affording those students who may require it, a placement outside of the District (34 C.F.R. 300.130 (a)). The District also provides several unique programs including partial hospitalization programs and therapeutic emotional support classrooms. The District also prides itself in its inclusion programs, co-teaching classrooms, and student-centered approaches in classrooms.

Considering the Full Range of Supplementary Aids and Service (SAS) Collaborative Aids and Services Adults working together to support students Examples • Scheduled time for co-planning and team meetings • Instructional arrangements that support collaboration (e.g., co-teaching, paraeducator support) • Professional development related to collaboration • Coaching and guided support for team members in the use of assistive technology for an individual student • Scheduled opportunities for parental collaboration • All school personnel collaborate in the development and delivery of SAS District wide cohort for Co-Teaching and effective inclusionary practices Instructional Aids and Services Development and delivery of instruction that addresses diverse learning needs • Providing modified curricular goals • Providing alternate ways for students to demonstrate learning • Providing test modification • Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access) • Providing instruction on functional skills in the context of the typical routines in the regular classroom • Changing method of presentation • Using reader services • Providing research-based supplementary materials • Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples) Physical Aids and Services Adaptations and modifications to the physical environment • Furniture arrangement in environments • Specific seating arrangements • Individualized desk, chair, etc. • Adaptive equipment • Adjustments to sensory input (e.g., light, sound) • Environmental Aids (e.g., classroom acoustics, heating, ventilation) • Structural Aids (e.g., wheelchair accessibility, trays, grab bars) Social-Behavioral Aids and Services Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior • Social skills instruction • Counseling supports • Peer supports (e.g., facilitating friendships) • Individualized behavior support plans •

Modification of rules and expectations • Cooperative learning strategies • District wide implementation of PBIS • District wide implementation of Sandra Bloom's Sanctuary Model All of these supports are provided in all settings and environments throughout the district and in placements outside of the district. This would include the general education class setting as well as the special education class settings.

All of the types of support are provided in all settings including the general education class setting. The IEP team follows the special education process outlined in 22 PA Code Chapter 14 and 20 U.S.C. The Individualized Education Program (IEP) is developed to address the individual needs of the student including special considerations and present education levels. Annual goals and objectives, specially designed instruction, and all supports and related services are designed to meet the individual needs of the student. Lastly, appropriate educational placement is discussed and offered through the Notice of Recommended Placement (NOREP). It is the responsibility of the Special Education Department and the IEP team to ensure that determination of educational placement is only considered after recommending the services to be provided through the IEP process. The IEP team initially determines "which services" will be provided by reviewing the Evaluation Report and documenting the student's present levels of academic achievement and functional performance and the academic, developmental, and functional needs section of the IEP. Goals and objectives, as well as other components of the plan are agreed upon. The IEP team then determines, based on the needs of the student, the level and the location of the intervention. The IEP team always considers educating students initially in the least restrictive environment, in general education first, and in the student's home school. When this is not appropriate, the continuum of services from least to most restrictive is followed. The IEP team follows the special education process outlined in 22 PA Code Chapter 14 and 20 U.S.C. The Individualized Education Program (IEP) is developed to address the individual needs of the student including special considerations and present education levels. Annual goals and objectives, specially designed instruction, and all supports and related services are designed to meet the individual needs of the student. Lastly, appropriate educational placement is discussed and offered through the Notice of Recommended Placement (NOREP). It is the responsibility of the Special Education Department and the IEP team to ensure that determination of educational placement is only considered after recommending the services to be provided through the IEP process. The IEP team first determines "which services" will be provided by reviewing the Evaluation Report and documenting the student's present levels of academic achievement and functional performance and the academic, developmental, and functional needs section of the IEP. Goals and objectives, as well as other components of the plan are agreed upon. The IEP team then determines, based on the needs of the student, the level and the location of the intervention. The IEP team always considers educating students first in the least restrictive environment, in general education first, and in the student's home school. When this is not appropriate, the continuum of services from least to most restrictive is followed. The Highlands School District provides opportunities to interact with non-disabled students throughout the day, including extracurricular activities. Students receiving services in a special education public school,

a licensed private academic day school, or an approved private school are encouraged and supported to participate in specific classes and/or extracurricular activities with their local, same age peers in the home school. Students participate in sports, extracurricular activities, and the graduation ceremony. The District also encourages and provides supports for the students to participate in school clubs, social events, and vocational or academic classes during the day. The LEA, the Special Education Department, and the IEP team are responsible for ensuring that services are provided to children with disabilities in the LRE. The majority of students with disabilities in the District attend the same school as their neighborhood peers. Additionally, as the law requires, a full continuum of services is offered and based on the needs of the individual student whereby a placement in another district school or out-of-district placement may be appropriately recommended. The District program offerings are diverse and address many of the needs of our students.

Out of district placement is only recommended when the needs of the student resulting from his or her disability can't be met within our district. We are very proud to service almost all of our students in their regular school building. As we look at Indicator 5 section- Educational Environments, Highlands is committed to educating to the greatest extent possible students in our own programs and providing our own services. When an IEP team has exhausted all means of providing accommodations and specially designed instruction, and the team which includes the parent determines that a more restrictive placement is needed, we will work together at determining where the student's needs can be most appropriately met. At times, the district will establish additional programs with very specialized services to ensure that this occurs. Much discussion, planning, and examination goes into making a decision to discussing an outside private or approved private setting. The Highlands School District provides opportunities to interact with non-disabled students throughout the day, including extracurricular activities. Students receiving services in a special education public school, a licensed private academic day school, or an approved private school are encouraged and supported to participate in specific classes and/or extracurricular activities with their local, same age peers in the home school. Students participate in sports, extracurricular activities, and the graduation ceremony. The District also encourages and provides supports for the students to participate in school clubs, social events, and vocational or academic classes during the day. The LEA, the Special Education Department, and the IEP team are responsible for ensuring that services are provided to children with disabilities in the LRE. The majority of students with disabilities in the District attend the same school as their neighborhood peers. Additionally, as the law requires, a full continuum of services is offered and based on the needs of the individual student whereby a placement in another district school or out-of-district placement may be appropriately recommended. The District program offerings are diverse and address many of the needs of our students. Out of district placement is only recommended when the needs of the student resulting from his or her disability can't be met within the LEA. We are very proud of having many of our students in our own district programming including the general education classrooms, sports, and extracurricular activities.

In all cases a student is afforded supports, supplementary aids, and supplementary services to access an activity or participate in an activity. We encourage participation of the students

by making sure that their needs are addressed and that the student feels a part of all of the opportunities that participation may afford them. The District provides the needed supports and resources including specialized transportation and staff, if necessary, to support the participation of the students with disabilities in nonacademic and extracurricular activities. It is the responsibility of the Special Education Department and the IEP team to ensure that students with disabilities are afforded the opportunities to participate in nonacademic and extracurricular activities in the same manner as their non-disabled peers. The LEA makes an extra effort at encouraging participation and providing peer support to the students in the clubs and organizations. Many examples could be cited concerning the number of activities, including sports, in which students with disabilities are involved with in the schools. In cases where additional information concerning needs is needed, this is provided to the staff members or coaches of that activity or sport confidentially.

All IEP teams within the district do start the discussion of educational placement with the option of regular class for the entire school day. The teams begin with LRE and then look at other options if the team does not believe that all of the needs can be addressed in the regular classroom environment.

The IEP team follows the special education process outlined in 22 PACode Chapter 14 and 20 U.S.C. The Individualized Education Program (IEP) is developed to address the individual needs of the student including special considerations and present education levels. Annual goals and objectives, specially designed instruction, and all supports and related services are designed to meet the individual needs of the student. Lastly, appropriate educational placement is discussed and offered through the Notice of Recommended Placement (NOREP). It is the responsibility of the Special Education Department and the IEP team to ensure that determination of educational placement is only considered after recommending the services to be provided through the IEP process. The IEP team first determines “which services” will be provided by reviewing the Evaluation Report and documenting the student’s present levels of academic achievement and functional performance and the academic, developmental, and functional needs section of the IEP. Goals and objectives, as well as other components of the plan are agreed upon. The IEP team then determines, based on the needs of the student, the level and the location of the intervention. The IEP team always considers educating students first in the least restrictive environment, in general education first, and in the student’s home school. When this is required, the team starts with least restrictive and moves toward more restrictive.

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 district provides a continuum of psychological counseling services and interventions to address the needs of individual students when behavior interferes with learning or the learning of others. Psychological services are provided at no cost to any special education student who requires these services to provide a free and appropriate public education. The district employs a full-time certified School Psychologist who is also a licensed Psychologist in Pennsylvania. In addition, the school currently contracts with private providers as needed. Highlands currently has a relationship with Indiana University of PA and sponsors one or two School Psychology interns each year. These interns hold Master's Degrees in Education and are completing 30 additional credits toward PA certification as School Psychologists. Periodically, the district works with Duquesne University at providing a site for School Psychology graduate level practicum students. The Special Education Department is responsible to ensure that any related services including psychological services are provided to the student at no cost to the parents. FAPE represents free appropriate public education, and the federal and state special education laws and regulations mandate that the delivery of special education and related services be provided at public expense in accordance with the IEP. The district offers services to our students at each level, and in addition to this offers additional programs to the entire student body to enable all develop social/emotional skills. At the elementary level we have an elementary guidance counselor and two social workers. The elementary students receive class lessons on topics related to social and emotional skills. These include, but are not limited to: Feelings, conflict resolution, diversity and dealing with differences, friendship, bullying, and positive interaction with peers and adults. Social workers provide supports to students not only on an individual basis, but they also provide small group sessions to students on an as needed basis. The social workers also are involved in functional behavior assessments, consult and provide services to a student as a related service on their IEP. The guidance counselor is also available for small group sessions and individual sessions focusing on social and emotional skill areas, as well as the counselor works with individual students and small groups with academic concerns. All of these individuals are also active members of the Elementary Student Assistance Teams. Each elementary building has a Student Assistance Team. Through this referral process psychological services can be arranged and contracts if needed can be arranged. At the Middle School level the district employs two Guidance Counselors and at the High School level the district employees three Guidance Counselors. Both levels afford opportunities for individual and small group sessions based to needs and topical areas. Both levels have a very active Student Assistance Teams (SAP) blended with our MTSS Tier 2 and Tier 3 teams. Three Behavior Specialists and a Behavioral Support Consultant are employed by the Highlands School District. They are active with all of the Emotional Support Classroom children, and they consultation all of the students who require behavior support plans. The Behavioral Support Consultant also works with the

students who are in need of behavioral incentive interventions. Highlands School District contracts with and partners with Wesley Family Services. It is through this partnership that the district can afford students opportunities for therapy, psychological services, psychiatry services, wrap around services including BSC and Therapeutic Staff Support. The district also works with families who are working with other agencies, and the district allows them to come into the schools for IEPs, consult, and working with students. The district also will provide and does provide transportation to therapy sessions during the school day when the IEP team deems that to be needed and appropriate. The district will also utilize the services through ACES, Cactis Program, and other services provided through Allegheny County Mental Health as needed. The district offers and trains employees on CPI and has three certified trainers. All Special Education teachers, counselors, behavior specialists, principals, special education department staff, and social workers are all trained on Functional Behavior Assessments and Behavior Support plans and interventions. In addition resources have been purchased for each building that provides information to staff on behavioral management techniques. Behavior support has also been a topic of in-service trainings with staff. In addition many opportunities are available and many of our regular education teacher, special education teachers, and principals have been involved in out of district trainings. All of our buildings are participating in School-Wide Positive Behavior Support and merging it with Student Assistance Programs. In addition Social Skills Training, Group and Individual Therapy and counseling are provided through Mental Health Service agencies, and each classroom has a PBIS Program in addition to the School-wide system. As outlined above, the district does afford students a continuum of psychological services and interventions. The district's offerings and continuum of services available at this time address the varying types and levels of support to meet individual student needs. In addition, if an IEP team finds that a student needs a unique service that cannot be provided by the district or district partnership provider, the district would actively seek out the necessary services and outline Psychological services, as well as, counseling and behavioral support are provided to all students who require it. In addition, any person who is a part of the team and will be providing service is provided with additional supports and information to appropriately service the student according to the IEP. The Special Education Department is responsible to ensure that any related services including psychological and counseling services and additionally any service required by a student's IEP is provided at no cost to the parents. FAPE represents free and appropriate public education and the federal and state special education laws and regulations mandate that the delivery of special education and related services be provided at public expense in accordance with the student's IEP.

The Highlands School District provides for adequate training regarding Behavioral Support and the Behavior Support Policy. A procedural and training manual is available for district staff and administrators. Training occurs at the building level though consultation with Behavior Support Consultants from the Allegheny Intermediate Unit. All special education teachers, social workers, behavior specialists, guidance counselors, and administrators have been trained to conduct functional behavior assessments and writing an effective Behavior

Support Plan through the district School Psychologist. Additional support is given to individual teachers through the School Psychologist, the Director of Special Education, and consultants from PaTTAN and the Allegheny Intermediate Unit.

All district employees are encouraged while Special Education Teachers, Paraprofessionals, and Administrators are required to attend training in CPI. The district has four individuals who are certified trainers, and it offers courses throughout the school year and in the summer months. Each building has an emergency plan and a team approach to dealing with individual concerns. The District has developed a Crisis Management Plan and Safety Plan. Each building has a crisis management team including teachers, paraprofessionals, behavior specialists, counselors, nurses, social workers and administrators. The District reports restraints that occur through the RISC system where each district reports the details, the participants, the time factors, and the results and planning which occur after each restraint. In addition the IEP team is reconvened within 10 days unless there is a waiver signed in order to determine additional needs, further functional behavior assessment that may be needed, or revisions to the IEP which need to occur.

The Highlands School District Special Education Department and Pupil Personnel Department have coordinated ongoing services including formal and informal training by the AIU Staff Development Services, PaTTAN, and BSE staff related to Behavior Support. In addition the district contracts with Watson Institute, Wesley Family Services and other agencies for additional supports and consultations. In addition to the training, consultation, and guidance practice and answers to general and student specific questions have been extremely valuable to support the ongoing efforts at the building level of providing positive behavior supports and maintaining students in the least restrictive environment. All of our elementary buildings utilize school-wide behavior management programs and incentive programs, and our Middle School utilizes a school-wide behavior management/anti-bullying program.

Through School-Wide Positive Behavior Support we believe that it is important for a young person to master math, reading, and many other academic subjects. But when schooling ends – and whether the next step is a job, more schooling, or a family – each individual must be able to interact in a group, function in a work environment, and be an engaged and effective member of the broader community. Schools have an important role in helping all children and young adults acquire these essential life skills. In short, schools are not just about academics. And it is not just students with emotional disabilities who need emotional learning. School-Wide Positive Behavior Support (PBIS) is a research-based, highly effective, approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improves and sustains academic achievement and mental and emotional wellbeing of all students. All school staff use PBIS's uniform and positive approach in all school settings (classroom, hallways, cafeterias, even on the bus). The goal of PBIS is to establish a predictable, consistent, and positive school culture for all students and staff. PBIS schools focus on prevention, intercede to correct individual student behavioral

"miscues," and consistently and frequently reward students who do the right thing. Family and student engagement is essential to PBIS schools' success.

The LEA records all restraints on forms which each the principals and the Special Education Director maintain yearly. Yearly restraints are recorded within the RISC system to PDE each year. This also includes reported restraints by Approved Private and Private School entities.

It is the district's policy and practice to report any restraint being used with a student to the parent immediately. In addition the team reconvenes unless the IEP team has waived this meeting in order to reflect on the Positive Behavior Support Plan and the IEP goals to determine if additional supports are needed. If the team believes that additional information is needed, the IEP team would reevaluate and conduct a Functional Behavior Assessment.

All students who require specific and individualized Positive Behavior Support Plans have present education levels outlining their needs and assessment information, and their IEPs do have specific and individualized Positive Behavior Support Plans that outline ways to teach pro-social behavior and specific interventions and instructional techniques to work toward meeting their individual behavior goals and objectives.

In our student's IEPs and as a part of a student's Positive Behavior Support Plan are strategies, interventions, and instructional practices that teach pro-social behaviors rather than reactive techniques. Restraints are only recommended where the IEP team feels that the student may be a danger to self or to others and only after other strategies are attempted and found to be unsuccessful. As part of the planning of a Positive Behavior Support Plan, all team members problem-solve and adjust strategies, the environment, the accommodations and the specially designed instruction before restraining a student.

It is the policy and procedure of the Highlands School District that no employee under any circumstances would engage in a prone restraint. The Highlands School District as part of their Policy Manual prohibit prone restraints.

School-Wide Positive Behavior Support (RAMS) in all facets of our buildings, school buses, and classrooms teaches prosocial behavior. Our acronym of Responsible, Accountable, Motivated, and Safe offer the guiding framework for all of our staff, students, parents, and community being "RAMS." This framework is used in our school-wide PBIS model, in our classrooms, and on our buses. It is our goal to have no restraints and no reactive discipline processes to be needed.

The Highlands School District has policy as well as Memorandums of Understanding with all of the local law enforcement entities. Both parties work closely together and even proactively to deter the need for law enforcement to be called. In instances where law enforcement receives a referral on a particular student, the members of the IEP team participate in a review of the IEP and review pertinent past and current behavior assessments and information. During this meeting any additional supports and services or further assessments would be conducted. Any new revisions and information would become part of the student's IEP.

The Highlands School District in partnership with Wesley Family Services has had a School-Based Partial Hospitalization Program for the last 17 years. The district also offers out-

patient therapy at the school, school-based counseling, drug and alcohol counseling, and group therapy. In addition, the district has an Alternative Education program with a therapeutic services, and most recently has become involved with RENEW at the High School, and Positive Family Supports at our Middle School.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

At this time the district is not experiencing any difficulties insuring FAPE for any of the disability categories. If the district would experience any difficulty with a particular student or disability category, an interagency meeting with supports from both PATTAN and the Allegheny Intermediate Unit would be arranged with all stakeholders to develop a plan to provide FAPE and related services to the student or to said disability category.

Highlands School District will ensure that all steps will be taken to be sure that all eligible students have appropriate service. Ultimately, this is the district's responsibility. In Allegheny County a wide-range of health, welfare, and community services are available. The district has and will continue to collaborate with agencies to secure services for the students. Locally, Highlands School District collaborates with Family Services of Western Pennsylvania. We also have interagency agreements with Pressley Ridge, Bradley Center, Watson Institute, NHS and numerous other support agencies. We work very hard to ensure a seamless program for Early Intervention students. We are very active in IEP meetings, transition sharing meetings, and parent informational meetings. A collaborative effort is one where many can work for the good of one, and often in this team approach solutions can be found. The Highlands School District works actively with any outside agency or service provider involved with a student. This also offers collaboration and shared decision making in educational planning.

The District collaborates with many service providers and agencies which provide services to our students. Wesley Family Services provides school based counseling, drug and alcohol counseling, wrap around services, and have partnered with the district in the Highlands Adolescent Partial Program and Children's Partial Program. Case managers and family based workers also provide vital information to IEP teams and arrange for additional services outside of school if needed. Various other wrap around agencies work with the district at providing both in district and out of district services based on the students who

have been adjudicated and have returned to a school based program. Overall, the district has and will continue to collaborate with agencies to secure services. School counselors, school psychologists, principals, and Director of Special Education will insure services through needed agencies and will facilitate the collaboration between the district and outside agencies. The District continues to examine the needs of the students within the district ensuring that FAPE can be provided. The unique offerings that we have in all of our school buildings and the student-centered approaches that we take in each and every decision allows the District to evaluate program needs and/or program changes. We offer a continuum that often times meets the needs of our students. In cases where the needs are more specialized or more intensive, we have been able to utilize in district as well as consulting agencies to create a program that meets their needs. Our continued partnerships however do assist us in the case where a student may need a more restrictive setting. If there would be a student that would be considered hard to place, we would take advantage of the interagency services through the AIU and the county. At times, we have been the solution for other districts' program needs as well.

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 district as a whole has a major focus toward the state goals and indicators, and the special education program is no exception. The Highlands School District will continue to analyze the effectiveness of its special education programs and services, and the district will continue to monitor student progress.

- The Highlands School District is a student-oriented district where a team works together to insure that the student receives the most appropriate education possible and that the student's needs are met through the many services that we offer or contract for with agencies.
- Tracking the achievement of students through progress monitoring, through state assessment results, and through work in the general education curriculum, and working toward meeting state standards is our goal. The district will monitor whether or not the students are demonstrating competency and increased educational results in regards to reading, mathematics, and other academic areas as outlined in the academic standards.
- The District tracks the graduation rate and more importantly, tracks the services and the programs that the students end up working in or receiving in their post-school years. Ongoing development of programs to aid students in transition to adult life is done based on results of surveys, new trainings, and new program offerings. The district will monitor and insure that students will make a successful transition to school-age programs, to work, to post-secondary education, and to adult life.

- Continued parent contact through various means to determine satisfaction with service delivery.
- Collaboration between among all team members to program effectively for students.
- Continued transition for students entering the school age program from early intervention. Attendance at early intervention IEPs, transition meetings, and parent sharing meetings. The district will track functional development through the provision of early intervention services.
- The district will remain cognizant to the cultural needs and the language needs of students with disabilities when it comes to assessment, evaluation, and services.
- The district will monitor behavior support plans and social skills training programs to insure that students with disabilities will participate with their peers and be able to interact with others in the school environment and social situations in an effective way so that their behavior does not affect their learning or the learning of others.
- The district will remain committed to continuing to develop innovative programs and will continue to offer the whole continuum of service.
- The district will insure that all students are able to and do receive a free and appropriate public education through the individualized services to meet their needs in the district if possible and in the least restrictive environment.
- The staff at Highlands is knowledgeable on current programs and services that the District can provide to its students. The special education staff is one of the largest in the district, and with all the supports provided for or contracted for our students benefit from the service delivery of a very dedicated and talented staff.
- TEAM is a key word at Highlands. Working together with the student, the school, the parents and the community, the students receive an education that is most appropriate, that is planned, that is coordinated, and that is implemented through these team decisions. We also partner with various colleges and universities, businesses, mental health agencies, and other related agencies to insure that the service being provided is exemplary.
- The Highlands School District continues to develop and expand programming looking at the unique needs of our students, our staff, our district, and our community. Innovative programs such as therapeutic classrooms and district based partial hospitalization programs afford students with an even wider range of educational opportunities.
- The Highlands School District has adopted the Sanctuary Model as a Model for Change and Positive Behavior Support district-wide.
- Program Strengths

- The Highlands School District has identified the following strengths in regards to services for students with disabilities.
- Service Delivery/Continuum of Service
- School Board and Administrative Support
- Professional and Paraprofessional Staff
- Parent Involvement in the IEP development and district programs
- Behavior Specialist (one elementary, one middle school, and one high school)
- Therapeutic Classrooms (elementary, middle school and high school)
- Regular Education staff involvement with IEP development
- MTSS Teachers and Implementation
- Inclusionary Programs/Teams/Support Classrooms/Co-Teaching Classrooms
- Collaboration (Team Concept/Problem Solving/Student Services)
- Time for ER and IEP Development
- Parent Advisory Committee
- Parent Rapport
- Early Childhood Program
- Pre K Program
- Full Day Kindergarten
- Inclusion of possible eligible students in early childhood and developmentally appropriate grades
- Strong collaboration between early intervention programs to insure effective transition to school age programming
- Strong collaboration with Family Services of Western PA and behavioral services and agencies in accessing and obtaining related services for students at all levels of behavioral and cognitive functioning
- School-based mental health and therapy services
- Prevention Program through Family Services
- School-based counseling
- Interagency Team meetings

- School-based group therapy
- Highlands Adolescent Partial Hospitalization Program and Highlands Child Partial Hospitalization Program in partnership with Family Services of Western Pennsylvania
- Collaboration with many outside agencies including behavioral facilities
- Cooperative teaching/Team teaching
- Contract consultative services with The Watson Institute
- Strong collaboration with Title I programs with School-wide Title I project
- Special Education teachers on curriculum committees, technology committees, and grading committees
- Monthly staff meetings/representative meetings
- Few students educated in out of district placements
- School-based probation officer
- Parenting classes
- ASA (Afterschool Alternative)
- Alternative Education Program
- Procedural manual for teachers, parents, and administrators being updated with new regulations
- Community Service Coordinator
- Psychological Intern Program
- Best Practices Implementation/tool kits for students
- Curriculum-based assessment manual
- Functional Behavioral Assessment Manual
- Social Skills Training
- CPI Training
- Bullying Prevention Program
- District-Wide Progress Monitoring Initiative
- Highly Qualified Teachers and Paraprofessionals
- Focus Groups and Flex Groups
- PBS Cohort

- Co-Teaching Cohort
- Sanctuary Model utilized in our Partial Program, and a district focus on trauma and poverty
- RENEW
- Family Engagement/PBIS Pilot

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
Watson Institute	Approved Private Schools	Autistic Support	1
Friendship Academy	Approved Private Schools	Emotional Support	2
The Day School at the Children's Institute	Approved Private Schools	Life Skills Support, Autistic Support	5
St. Stephen's Academy	Special Education Centers	Emotional Support	3
Western PA School for the Deaf	Approved Private Schools	Hearing Impaired Support	2
Clelian Heights	Special Education Centers	Life Skills Support	2
PLEA School	Special Education Centers	Autistic Support	1
Sunrise School	Special Education Centers	Life Skills Support, Learning Support	3
Pressley Ridge School for Autism	Approved Private Schools	Autistic Support	2
NHS School	Special Education Centers	Autistic Support/Emotional Support	2
Longmore Academy	Special Education Centers	Emotional Support	4

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	10	0.5
Justification: Students do not receive instruction from the special education teacher at the same time. Students				

are in co-teaching classrooms and students are also in regular education classes.				
Locations:				
Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 21	10	0.5
Justification: Students do not receive instruction from the special education teacher at the same time. Students are in co-teaching classrooms, and students are also in regular education classes. There are students in this program who are provided with vocational programming and training.				
Locations:				
Highlands School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	20	1
Justification: Students do not receive instruction from the special education teacher at the same time. Students are in co-teaching classrooms and students are also in regular education classes. Students in this program also receive vocational training and programming.				
Locations:				
Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	22	1
Justification: Students are not serviced at the same time by the Special Education teacher. Students are in the inclusionary setting and in co-teaching classes. Some of the students attend vo-tech.				
Locations:				
Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	24	1

Justification: Students do not receive instruction from the special education teacher at the same time. Students are in co-teaching classrooms and students are also in regular education classes.				
Locations:				
Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	24	1
Justification: Students do not receive instruction from the special education teacher at the same time. Students are in co-teaching classrooms and students are also in regular education classes.				
Locations:				
Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	28	1
Justification: Students do not receive instruction from the special education teacher at the same time. Students are in co-teaching classrooms and students are also in regular education classes.				
Locations:				
Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	27	1
Justification: Students do not receive instruction from the special education teacher at the same time. Students are in co-teaching classrooms and students are also in regular education classes.				
Locations:				
Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	20	0.4
Justification: Students do not receive instruction from the special education teacher at the same time. Therapy sessions are individual and small group.				
Locations:				
Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 15	5	0.5
Justification: The students do not receive instruction from the special education teacher at the same time. Students are in co-teaching classrooms, and the students are also in electives and regular education classrooms.				
Locations:				
Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 15	10	0.5
Justification: The students do not receive instruction from the special education teacher at the same time. Students are in co-teaching classrooms, and the students are also in elective areas and regular education classes.				
Locations:				
Highlands School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 15	10	0.5
Justification: Students do not receive instruction from the special education teacher at the same time.				
Locations:				
Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 15	15	0.5

Justification: The students do not receive instruction from the special education teacher at the same time. Students are in co-teaching classrooms, and students are also in regular education classrooms.				
Locations:				
Highlands School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	20	0.8
Locations:				
Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	4	0.2
Locations:				
Highlands School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018*Explain any unchecked boxes for facilities questions:* N/A**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	25	1
Locations:				
Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.9
Locations:				
Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.1
Locations:				
Highlands School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	30	0.9
Justification: Students do not receive instruction from the special education teacher at the same time. Individual and Small Group Speech Therapy sessions are scheduled.				
Locations:				
Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.1
Locations:				
Highlands School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 15	8	1
Justification: The students on this particular caseload do not receive instruction from the Special Education Teacher at the same time. Students are also assigned to co-teaching classrooms and general education classrooms throughout the day.				
Locations:				
Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	16	0.8
Justification: The students on this caseload do not receive instruction for the special education teacher at the same time. The students are in co-teaching, specials, and regular education classrooms.				
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 11	10	0.2
Justification: The students on this caseload roster do not receive instruction from the Special Education Teacher at the same time. The students are in co-teaching classrooms, regular education classrooms, and special areas classrooms throughout their day.				
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 11	8	0.4
Justification: The students on this caseload do not receive instruction from the special education teacher at the same time. The student attend co-teaching classrooms, regular education classrooms, and special area classrooms.				
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 11	15	0.6
Justification: The students on this caseload do not receive instruction from the Special Education Teacher at the same time. The students attend co-teaching classrooms, regular education classrooms, and special area classrooms.				
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 30, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	65	1
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and	8 to 11	65	1

	Language Support			
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	15	0.6
Locations:				
Grandview 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	6 to 8	8	0.4
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	15	0.9
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.1
Locations:				
Highlands School	An Elementary	A building in which General		

District/Highlands Elementary School	School Building	Education programs are operated		
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Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	24	0.9
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	2	0.1
Locations:				
Highlands School District/Highlands Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	20	1
Locations:				
Highlands School District/Highlands Early Childhood Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	65	1
Locations:				
Highlands School District/Highlands Early Childhood Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 14	2	0.04
Locations:				
Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #35

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 18	2	0.04
Locations:				
Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 14	1	0.2
Locations:				
Highlands Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	14 to 18	1	0.62
Locations:				
Highlands School District/Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 18	2	0.04
Locations:				
Highlands School District/Highlands High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Highlands School District/All Buildings and Contracted Programs	1
School Psychologist	Highlands School District/All District Buildings	1
School Social Workers	Highlands School District Elementary Buildings	1
Guidance Counselors	Highlands School District Middle School and High School	5
MTSS Teachers	Highlands School District Elementary Buildings and Middle School	2
Adapted PE Teachers	Highlands School District/All District Buildings	5
Personal Care Assistants/Personal Aides	Highlands School District/All District Buildings	42
Transportation Paraeducators	Highlands School District Transportation Runs	3
ACCESS Aide	Highlands School District/All District Buildings	1
Behavior Specialists	Highlands School District/All District Buildings	3
Home School Visitor/Truancy Officer	All District Buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Outside	5 Days

	Contractor	
Auditory Processing Evaluations	Intermediate Unit	1 Days
Mental Health Counseling Services, Drug and Alcohol Services, Psychiatrist and Psychological Services; Behavioral Support, Partial Hospitalization and Partnership	Outside Contractor	5 Days
Interpreter Services	Intermediate Unit	5 Days
Personal Nursing Services	Outside Contractor	5 Days
Audiological Services	Intermediate Unit	5 Days
Vision Impaired Support	Intermediate Unit	5 Days
Hearing Impaired Support	Intermediate Unit	5 Days
Autistic Support	Outside Contractor	5 Days
School Psychologists	Outside Contractor	5 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:

1. Curriculum Alignment
2. Analyzing data effectively
3. Interventions for struggling learners
4. Professional Development

District Accomplishments

Accomplishment #1:

The three year PVAAS average for 5th grade mathematics, 5th grade ELA and 6th grade ELA is Dark Blue and indicates that there is significant evidence that the school exceeded the standard for PA Academic Growth.

Accomplishment #2:

Highlands Primary Centers and Upper Elementary School were recognized by the state for implementing with fidelity School Wide Positive Behavior Interventions and Supports.

Accomplishment #3:

The elementary school schedule provides maximum core instruction time, intervention time, social skills instruction and STEAM opportunities for all students.

Accomplishment #4:

Technology has been updated in all of the buildings. Each classroom is equipped with a Prometheun board. Ipads, laptops and Chrome books are available for student use in all buildings. Schoology is used in many of the high school courses.

Accomplishment #5:

Teams of teachers from the middle school and elementary school participated in the MTSS Math and MTSS Writing Projects in Harrisburg. Both teams were able to demonstrate "astounding" growth with their case study students using research based interventions and progress monitoring. The MTSS Writing Team was invited to present their work at the MTSS Implementer's conference in the Fall of 2018.

Accomplishment #6:

Highlands was one of the first school districts to partner with a local manufacturing business to provide internship experiences for our students. The Junior Apprenticeship Program (JAA) gives several of our seniors the opportunity to apply their technical skills while gaining valuable experiences in work force protocols. The curriculum consists of Computer Aided Design (CAD), Geometric Tolerance and Dimensioning, Measurement Science (Metrology), Advanced Geometry/Trigonometry, and Academic English 12 (educates and prepares students with required communications skills used in today's manufacturing environment). All JAA courses are taught by Highland's faculty in conjunction with traditional academic classes. Additionally, students travel to Oberg's facilities two days each month during the school year for lesson-specific, job shadowing, and hands-on learning experiences working with Oberg's skilled crafts people. This special pre-apprenticeship program is offered to participating Highlands High School seniors at "no cost". Students who complete the JAA program courses in good academic standing and satisfy Oberg's apprenticeship entrance requirements will be offered preferred placement as full-time apprentices at Oberg Industries upon graduation from high school. In addition, if the student is selected and completes Oberg's apprenticeship program, each candidate will receive a college certificate and college credits from Butler County Community College that can be applied to a college degree.

Accomplishment #7:

Our Pre K program has expanded from serving 34 students to 68 students. Bus transportation is also provided.

Accomplishment #8:

HCAP (Highlands Community Action Partnership) brings together parents, business and community members, faculty, administration, board members and students. Its mission is to create empowering relationships through this network of stakeholders. Focus areas are parent/community involvement, student leadership, service projects and career/job training.

Accomplishment #9:

Highlands has always been ahead of the curve with school safety. We have security cameras and door alarms in all of our buildings. Each school's entrance has a captured vestibule where visitors

must be processed through the Raptor system. We have security guards and metal detectors at the middle school and high school and two police officers who visit every building each day.

Accomplishment #10:

The Highlands Music Department each year receives accolades for its outstanding performances. Students have been invited to showcase their talents in the PMEA District and PMEA All State ensembles. Our Show Choir and Marching Band have performed in New York and Disney.

District Concerns

Concern #1:

Student performance on the PSSAs and Keystone exams is below the state average in almost every grade level and subject area.

Concern #2:

Student growth as indicated by our three year PVAAS average indicates that most students are not achieving a year's worth of growth in mathematics and English Language Arts.

Concern #3:

Professional development opportunities are limited in the current calendar. After the two opening days of professional learning in August, we only have four 2 hour delay sessions, one full day of professional development and one half day of professional development.

Prioritized Systemic Challenges

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

Aligned Concerns:

Student performance on the PSSAs and Keystone exams is below the state average in almost every grade level and subject area.

Student growth as indicated by our three year PVAAS average indicates that most students are not achieving a year's worth of growth in mathematics and English Language Arts.

Systemic Challenge #2 (*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:

Student growth as indicated by our three year PVAAS average indicates that most students are not achieving a year's worth of growth in mathematics and English Language Arts.

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

Aligned Concerns:

Student performance on the PSSAs and Keystone exams is below the state average in almost every grade level and subject area.

Professional development opportunities are limited in the current calendar. After the two opening days of professional learning in August, we only have four 2 hour delay sessions, one full day of professional development and one half day of professional development.

Systemic Challenge #4 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Systemic Challenge #5 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Data Source: Needs Assessment, student achievement data, Differentiated Supervision SMART Goals, PAETEP system

Specific Targets: 80% of staff will participate in Professional Development survey

Professional Development Committee will meet quarterly to plan the professional learning experiences for staff

Walkthroughs and informal observations of classrooms will reflect implementation of professional learning goals and practices

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Professional Development Committee

Description:

Professional development is effective whenever there is evidence to show the links in improving student learning. Researchers have compiled lists of characteristics for effective professional development. The professional development committee of HSD will explore this research, complete a needs assessment of the staff and plan the professional learning experiences for the next three years for the district teachers based upon the findings from the research and needs assessment.

Start Date: 1/14/2019 **End Date:** 7/19/2019

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Technology Professional Development

Description:

Instructional and administrative staff must have the opportunity to gain mastery in the use of student-centered instructional technologies in use in the classroom. These technologies must be chosen to directly serve the attainment of educational outcomes, and professional development must focus both on the use of technology as a teaching tool and on its role as a mechanism to improve student achievement. Technology integration must be viewed as a necessary component to instruction, not an add on. We can no longer continue to educate our students using the same traditional model. We must create an instructional model that first focuses on foundational competencies, allows for students to learn at their own pace, imbeds those 21st century skills of communication, collaboration,

creativity and critical thinking and provides personalized feedback to students to move their learning forward. Technology integration is an integral component of this modern learning environment.

Start Date: 8/27/2019 **End Date:** 6/5/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Substantial Professional Development

Curriculum committee work

Description:

Create a schedule that provides time for the curriculum committees to continue their work. This will require obtaining substitute teachers, in addition to getting consultants from On-Hand schools to facilitate the work. Summer work sessions will be utilized in conjunction with professional development time. Committee members will need to be comfortable working with the curriculum mapping tool in Edinsight.

Start Date: 1/14/2019 **End Date:** 6/12/2021

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

Supported Strategies:

- Substantial Professional Development

Instructional Rounds

Description:

The administrative staff will participate in instructional rounds each month. The focus of these informal observations is to gather evidence about the instructional strategies being used in classrooms and to assure the implementation of district initiatives. The information gathered from these rounds will be shared with the professional development committee in order to plan/augment professional learning experiences.

Start Date: 9/18/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Understanding by Design

Description:

Teachers and administrators will participate in UbD training during the 2018-2019 school year.

This framework will support the district's goal of improving student achievement by ensuring alignment of instruction and assessment to the PA Core Standards as a minimum expectation. The UbD framework will also support teachers in their efforts to help students transfer their learning to new situations by creating real world, authentic problems for students to explore and solve.

Start Date: 8/27/2019 **End Date:** 6/5/2020

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Unpacking the Standards Template

Unit plans using the UbD framework

Standards Crosswalk

Specific Targets: Curriculum revisions in Edinsight will reflect the planning work done by teachers.

Assessment binders will contain unit plans and copies of assessments that are aligned to the standards

Competency based reports will be created in grades 1 and 2

Strategies:

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Curriculum Mapping

Description:

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Understanding by Design

Description:

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

SAS Alignment: Curriculum Framework

Implementation Steps:

Unpacking the Standards

Description:

Teachers will complete the Standards Crosswalk template to identify the standards in their subject area and grade level. They will identify when and where the standards will be taught and the DOK level required.

Teachers will unpack the standards in each content area for each unit using the "Unpacking the Standards Template".

This work will then be transferred to the Stage 1 Unit Plan of UbD

Start Date: 8/28/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Learning Intentions and Success Criteria

Description:

Teachers will use the "Learning Intention and Success Criteria" template for each lesson.

The learning intention

- is aligned to the standard and has the same DOK level.
- combines the verb (skill) with the noun (knowledge) from the Stage 1 Unit Plan.
- describes what the students will be *learning*, not the activity the students will be doing.
- uses measurable words such as “define”, “explain”, “solve”, “compare”, “predict,” “critique”, etc.

The success criteria

- is linked to the learning intention.
- is specific to the activity and is written in student friendly language.
- uses measurable words such as “explain”, “write”, “solve”, “predict”
- deconstructs the expectations so that the characteristics and qualities of the work are evident to the student. (ie. Similar to step by step instructions, recipe, etc.)

Start Date: 8/30/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Conversations
- Curriculum Mapping

Assessment Binders

Description:

Each teacher will keep an assessment binder for their course. This binder will contain the unit plan, learning intentions and success criteria for each lesson, and an analysis of the type of the assessments that were given during that month. Teachers will turn in their assessment binder monthly

to their principal who will give them feedback to ensure the alignment of assessments to the standards and unit plan. Teachers will also engage in "Guestbook Activities" where they will provide feedback to their peers.

Start Date: 11/1/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

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

Indicators of Effectiveness:

Type: Interim

Data Source: MAP Assessments

Data to Instruction Worksheet

Tiered Interventions

Specific Targets: Grade Level Goals and Data to Instruction worksheet is completed after each MAP assessment to set group and individual growth goals.

Progress Monitoring of Tier 2 and Tier 3 students indicates improvement in student skill mastery

Strategies:

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes

standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

SAS Alignment: Standards, Assessment, Instruction, Safe and Supportive Schools

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Assessment, Instruction

Implementation Steps:

Tiered Interventions

Description:

Teachers will review student data to create grade level, classroom and individual student goals.

They will then group the students into tiers based upon the benchmark assessment data.

Intervention time is dedicated to remediating, reteaching or enriching skills.

Start Date: 10/15/2018 **End Date:** 6/7/2019

Program Area(s):

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)
- Using Student Achievement Data to Support Instructional Decision Making

Goal Setting

Description:

Teachers will use the Digging Deeper document from PDE to reflect upon the following questions before setting goals.

- How am I sure I am teaching the big ideas and the important concepts?
- How do I ensure I am clearly communicating the purpose of the lesson(s)?
- Does my instruction reflect the “I DO, WE DO, YOU DO” gradual release of responsibility?
- Am I sure that I am teaching, modeling, providing sufficient guided practice, and independent practice for each learning target?
- What formative assessment strategies am I using to assess ALL students?
- Am I using the allocated time efficiently?
- Are my routines and procedures intact so as to minimize transition time?
- Do I know my students to the degree that I plan and prepare lessons targeted to my students’ needs?
- Am I planning coherent instruction that differentiates for groups of students? Am I using flexible grouping to meet the needs of specific groups of students?
- Am I using questioning and discussion techniques that stretch advanced learners? Am I promoting higher level thinking with all students?
- Am I responsive to the needs of all students by seeking approaches for students who need support? Do I have a repertoire of strategies to use with students who are low achieving?

Then they will complete the NWEA Data to Instruction worksheet and/or the Grade Level Goal worksheet to set group goals.

They will also use the Individual Student Goal template to help students write performance goals.

Start Date: 8/30/2018 **End Date:** 6/7/2019

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

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)
- Using Student Achievement Data to Support Instructional Decision Making

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. **Strategy #1: Substantial Professional Development**

Start	End	Title	Description				
8/27/2019	6/5/2020	Technology Professional Development	Instructional and administrative staff must have the opportunity to gain mastery in the use of student-centered instructional technologies in use in the classroom. These technologies must be chosen to directly serve the attainment of educational outcomes, and professional development must focus both on the use of technology as a teaching tool and on its role as a mechanism to improve student achievement. Technology integration must be viewed as a necessary component to instruction, not an add on. We can no longer continue to educate our students using the same traditional model. We must create an instructional model that first focuses on foundational competencies, allows for students to learn at their own pace, imbeds those 21st century skills of communication, collaboration, creativity and critical thinking and provides personalized feedback to students to move their learning forward. Technology integration is an integral component of this modern learning environment.				
	Person Responsible Director of Technology, Coordinator of Curriculum, Instruction and Assessment,	SH 3.0	S 3	EP 50	Provider Highlands School District	Type Association	App. No

Principals

Knowledge

District staff will gain mastery in the use of instructional and assesment tools to improve student access and achievement.

Supportive Research

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) teachers must be fluent in the technologies that they are utilizing in order to promote meaningful access for all students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

Series of Workshops

Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Participant survey

LEA Goals Addressed: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Strategy #1: Substantial Professional Development

Start	End	Title	Description				Provider	Type	App.
1/14/2019	6/12/2021	Curriculum committee work	Create a schedule that provides time for the curriculum committees to continue their work. This will require obtaining substitute teachers, in addition to getting consultants from On-Hand schools to facilitate the work. Summer work sessions will be utilized in conjunction with professional development time. Committee members will need to be comfortable working with the curriculum mapping tool in Edinsight.				Highlands School District	School Entity	Yes
	Person Responsible	SH	S	EP					
	Assistant Superintendent, Principals, Coordinator of Curriculum, Instruction and Assessment, Department Chairs, Team/Grade Level Leaders, Curriculum Committee	6.0	20	15					

Teachers will become fluent with using the curriculum mapping tool of Edinsight.

Knowledge

The curriculum for all courses will clearly delineate what students need to know and be able to do.

Unit plans and lesson plans will be available to all teachers

Supportive Research

Professional Development is based upon needs assessments that are aligned with the district's instructional

priorities and with educators' professional learning needs.

The curricula for all courses needs to be easily accessible to all teachers via appropriate user-friendly technology.

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

Professional Learning Communities

Training Format

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

involvement of administrator and/or peers

Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

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

LEA Goals Addressed: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. **Strategy #1: Substantial Professional Development**

Start	End	Title	Description
8/27/2019	6/5/2020	Understanding by Design	Teachers and administrators will participate in UbD training during the 2018-2019 school year. This framework will support the district's goal of improving student achievement by ensuring alignment of instruction and assessment to the PA Core Standards as a minimum expectation. The UbD framework will also support teachers in their efforts to help students transfer their learning to new situations by creating real world, authentic problems for students to explore and solve.
	Person Responsible Assistant Superintendent, Principals, Curriculum Committee, Coordinator of	SH 3.0	S 5
		EP 150	Provider MAC Consulting Services
			Type For Profit Company
			App. No

Knowledge

Teachers will use backwards design to plan instruction units that are aligned to standards and provide students with opportunities to acquire, make meaning and transfer their knowledge and skills.

Supportive Research

Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill). Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: Curriculum Mapping**

Start	End	Title	Description				
8/28/2018	6/7/2019	Unpacking the Standards	Teachers will complete the Standards Crosswalk template to identify the standards in their subject area and grade level. They will identify when and where the standards will be taught and the DOK level required. Teachers will unpack the standards in each content area for each unit using the "Unpacking the Standards Template". This work will then be transferred to the Stage 1 Unit Plan of UbD				
	Person Responsible Principals, Coordinator of Curriculum, Instruction and Assessment	SH 2.0	S 6	EP 150	Provider Highlands School District	Type School Entity	App. Yes

Knowledge

Clarity on the depth of knowledge level required of the standards.

Teachers who do the work to unpack the standards truly understand them and can communicate these expectations to the students.

Supportive Research

- Identifying the DOK required of the standards leads to more thoughtful and intentional lesson design.
- Unpacking leads to learning targets which makes the pathway to mastery evident for students and teachers.
- Collaborative conversations about unpacking provides clarity on what we want students to know and be able

to do. Whereas, unpacking in isolation may result in different interpretations about intent and rigor resulting in an educational lottery for the students instead of a guaranteed and viable curriculum

- Assessments aligned to the standards make it easier to catch those students who don't understand.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format Department Focused Presentation
Professional Learning Communities

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Debra Beale on 5/30/2018

Board President

Affirmed by Michael Bjalobok on 5/30/2018

Superintendent/Chief Executive Officer