Midland Borough SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

173 7th St
Midland, PA 15059
(724)643-8650
Superintendent: Sean Tanner
Director of Special Education: Margaret Migliore

Planning Process

The Midland Borough School plan of 2019-2022 was constructed from the perspective of a strategic management point of view. The six processes that were identified in prior plans continue to provide a road map to enable school leaders to promote a continuous improvement strategy and elevate student achievement of academic standards. Our continued planning process will still include three assumptions.

•The school district intends to implement the Action Plans and other provisions within the Comprehensive Planning Process.

•The school district assumed that the implementation of an educational program that emphasizes the attainment of PA Common Core and ESSA will result in improved student academic performance.

•The school district assumed that accountability for results is a shared responsibility among the professional staff, parents, students and the community.

The six goals and strategies included in prior plan emphasize (1) integrated learning activities, (2) monitoring the educational opportunities students received at Lincoln Park Performing Arts Charter School and Beaver Area School DIstrict (3) expanding the use technology throughout the educational program at the secondary and post-levels, (4) providing opportunities for secondary students through alternative education and charter school strategies (5) improving consistency in how student performance is evaluated, and (6) expanding the use of student portfolios to evaluate student growth and development.

A Mid-Point Review was developed during the 2016 2017 school year. This review included references to the Federal legislation identified in the Every Student Succeeds Act.. The school leaders decided to consolidate the strategic plan with the new mandates included in NCLB including the strong focus on accountability. To do so, the school district minimized duplication between our plan and Every Student Succeeds Act by using a 'systems' frame of reference labeled 'creating a high-performance system' consisting of eight interactive components such as (1) the system is standards-based, (2) the strategies refer to all schools, all students and high standards, (3) the system will include a focus on developing a nurturing, supportive climate, (4) the system will hold itself accountable for the success of all students, (5) the system will ensure intensive, ongoing, high-quality professional development, (6) the resources of the system will be strategically focused on powerful instructional practices, (7) the system will collect and use data effectively and (8) the system will engage in active, open, substantive and clear two-way communications.

Three main points were emphasized in the Mid-Point Review: (1) describe the central focus of the educational initiatives, (2) reduce the scope of the agenda to improve student performance and (3) identify baseline data to judge sustained improvement on academic standards. These points facilitated the development of a consolidated strategic plan that included references to Chapter 4 Academic Standards, Act 48 Professional Development, New Teacher Induction, Technology, Special Education and Student Support Services.

Comprehensive Planning Moving Forward

As the district moves forward into the new comprehensive Planning process it will continue to use the eight interactive components to guide the process. Key focal point of the process is addressing the current PA Common Core Standards and increasing the School Performance Profile The district has implemented the new teacher evaluation system.

The Midland Borough School District is a one building district. The student population is distributed as of June April 2018.

K4   28   4th 35

K5   24   5th 27

1st	26	6th 24
2nd	34	7th 30
3rd	32	8th 18

Enrollment in the K4 through Grade 8 – 277

The roster of the professional staff includes the following numbers:

Administrators: 2   Classroom Teachers: 18

Support Staff: 4

Students receiving Special Education services: 16%

Racial/Ethnic students: 56% White; 31% Black; 5% Hispanic; 1% Asian, and 7% Multi Racial.

In applying the strategy of creating a high-performance school system, the essential purpose of the system is identified as being committed to continuing the education of all students to higher levels through high-quality instruction—**All means all**—so that they may use their minds well and become productive, responsible citizens.

Since the Midland Borough School District began to focus on improving the academic performance of all students as modeled in prior strategic plans, many changes have been initiated and implemented. These improvements need to be sustained and extended to include the components of a high-performance system.

Mission Statement
Mission of the Midland Borough School District

The mission included prior strategic plans was to provide an academic environment in which our children may reflect upon their heritage and prepare themselves for both the challenges of the 21st century and their future success. **The mission of the Midland Borough School District continues to be** <u>to educate all students to higher levels through high-quality instruction so that they may use their minds well and become productive, responsible citizens</u>.

Vision Statement

We are committed to the strategy of educating all students to higher performance levels through an emphasis on high-quality instruction that will enable all students to use their minds well and become productive, responsible citizens

Shared Values

- •We believe the first responsibility of the professional staff is to provide high-quality instruction for all students.

- •We believe accountability for improved results by students is a shared responsibility of the professional staff, parents, students and the Midland community.

- •We believe student performance must be evaluated both during the learning activities and as the activities are completed.

- •We believe information regarding student performance must be used quickly to make adjustments in their learning opportunities.

- •We believe students must be actively engaged in the learning opportunities through the application of academic standards in routine and challenging problem situations.

Educational Community

The Midland Borough School District is located in Midland, PA covering approximately 5.2 miles. Prior to 1984, the main source of employment and family income was steel production, heavy metals

manufacturing and jobs related to these industries. The decline of these businesses, including its major employer, the Crucible Steel/Colt Industries, resulted in plunging family incomes and a mass exodus of residents from the community. The loss of individual and family income, coupled with a drastic reduction in tax revenue, has had a major impact on the district and the community. Although the community has suffered significant financial loss, it still provides support for our school as evident in attendance at school events to include holiday choral concerts, talent nights, staff-student sporting events and generous donations during fundraising events held through-out the school year.

The Midland Borough School District recognizes that when a community fosters a high unemployment rate, low economic stability, and a large number of single parent households, it is often labeled for its deficiencies and needs rather than its strengths and potential. The Midland community has focused to create strategies and opportunities to re-employ workers in an effort to reduce unemployment. The 2015 Census Data reported the median household income was $22, 907.00 from a population of 2,589. Census data obtained in 2015 ranked Midland children under the age of 18 at 41 percent. Even with the these economic barriers present, since the implementation of NCLB Midland School District continued to make AYP at all grade levels PSSA through 2012. The district is cotinuing to implement the new guidance under the Every Student Succeed Act. The district's school performance profile score in year ending 2017 was 61. **Midland Elementary Middle School was proudly awarded the 2007 National Blue Ribbon School of Excellence by the U.S. Department of Education.**

The Midland Elementary – Middle School is the districts only school and has a student body with extreme socio-economic needs. Based on October 3, 2017 enrollment data there are 281 students enrolled K4-8, 71 percent of the students qualify for free or reduced lunches, placing the poverty level more than 2 times the states average of about 32 percent.

Planning Committee

Name	Role
Brenda Militello	Administrator : Professional Education Special Education
Sean Tanner	Administrator : Professional Education Special Education
Rick Bixler	Business Representative : Professional Education
Steve Catanzarite	Business Representative : Professional Education
Ranee D'Itri	Community Representative : Professional Education Special Education
Victor Martinetti	Community Representative : Professional

	Education
Chris Cuddy	Ed Specialist - Other : Professional Education Special Education
Beth Callahan	Ed Specialist - School Nurse : Professional Education
Kristy Ziggas	Elementary School Teacher - Regular Education : Professional Education Special Education
Pamela Scabilloni	Elementary School Teacher - Special Education : Professional Education Special Education
No High Schools Teacher No High School Teachers	High School Teacher - Regular Education : Professional Education Schoolwide Plan
No High School Teachers No High School Teachers	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Joy Tanner	Middle School Teacher - Regular Education : Professional Education Special Education
Rosemarie Zuppe	Middle School Teacher - Regular Education : Professional Education
Jeremiah Curtis	Parent : Professional Education Special Education
Matthew Schulte	Parent : Professional Education
Margaret Migliore	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

Needs Improvement represents an area that is taught within existing curriculum as noted above within primary grades of K4-2 grade. Much of the material is introduce to make students aware of such things as careers, government, and environment as crossed referenced in reading, mathematics, language arts, science and social studies curriculum.

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	Accomplished
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
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":

Needs Improvement represents an area that is taught within existing curriculum as noted above within grades 3-5 grade. Much of the material is introduce to make students aware of such things as careers, government, and environment as crossed referenced in reading, mathematics, language arts, science and social studies curriculum.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
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	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished

Economics	Developing	Not answered
Environment and Ecology	Developing	Not answered
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
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	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Above data for grades 6-8.

High School Level

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

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

Midland Borough School District is a K4-8 district and does not educate students within it's building beyond grade 8.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

> *None.*

Middle Level

Checked answers

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

- History
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

High School Level

Checked answers

> *None.*

Unchecked answers

> *None.*

Explanation for any standards checked:

Fully aligned and implemented PA Academic Standards, however, district is currently mapping and aligning PA Common Core Standards

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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.	Accomplished

Processes used to ensure Accomplishment:

Teachings establish a course syllabus and make adjustments as necessary. District utilizes an instruction and assessment software that montiors students progress and assesses quarterly. Instructors are able to identify deficiencies or acceleration in mathematics, reading and language arts immediately.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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.	Accomplished

Processes used to ensure Accomplishment:

Teachings establish a course syllabus and make adjustments as necessary. District utilizes an instruction and assessment software that montiors students progress and assesses quarterly. Instructors are able to identify deficiencies or acceleration in mathematics, reading and language arts immediately.

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.	Accomplished

Processes used to ensure Accomplishment:

Teachings establish a course syllabus and make adjustments as necessary. District utilizes an instruction and assessment software that montiors students progress and assesses quarterly. Instructors are able to identify deficiencies or acceleration in mathematics, reading and language arts immediately.

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

K4-8 grade district and building.

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.

Support of Learning support teachers co-teaching within regular education classroom, utlization of data for instructional software, parent teacher conferences and local assessements.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

   Checked Answers
   - Administrators

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

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

Building principal responsible for all professional employee evaluations. Weekly walkthroughs are completed with follow up conversation with professional employee one or one on walkthrough sheets. Monthly meetings with individual professional staff on classroom observations as well as weekly review of lesson plans. Professional staff is provided opportunity to peer observe to identify differentiated instruction strategies or classroom management styles.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

No high school

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.

Due to declining enrollment the district currently maintains the following professional staff all of whom are highly qualified. Literacy Coach, Learning Support Teachers, and Teaching Assistants all of whom are highly qualified assist current classroom teachers with meeting the needs of students not currently at proficiency levels.
K4 1 Classroom
K5 2 Classrooms
1st Grade 2 Classrooms
2nd Grade 1 Classroom
3rd Grade 1 Classroom
4th Grade 2 Classrooms
5th Grade 2 Classrooms
6th Grade 2 Classrooms
7th Grade 1 Classroom
8th Grade 1 Classroom

Assessments

Local Graduation Requirements

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

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*

None.

Unchecked answers

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

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

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

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

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

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

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

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

discontinue its use until the local assessment is approved through independent validation by an approved entity.

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Star Reading and Start Math	X	X	X	
I Reading Reading and Math	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS

I-Ready Reading and Math	X	X	X	
PSSA		X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Observations, Quizzes, Tests, and report cards	X			
observations, quizzes, tests and report cards	X	X	X	
8th grade projects			X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
I Ready Reading and Math	X	X	X	
Graphic Organizers			X	
Journals		X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Building principal and literacy coach reivew assessment materials as well as consult with local intermediate on recommended stangards based assessments

Development and Validation of Local Assessments

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

Utilized diagnostic assessment that are aligned with PA Common Core Standards

Collection and Dissemination

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

In-Service Days and professional develompent days devoted to the review of assessment data from Performance Profile, PVAAS and E-Metric. Data is previewed and analized by principal and superintendent. In addition local benchmark data is collected and analyze with literacy coach and principal. Data results are share with professional staff during inservice and professional devleoment days.

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 are pulled into learning centers or into pull out programs by academic subject teacher to indentify needs based on local benchmark and diagnositc assessments. In addition the use of I-Ready reading and math software adjusts and places students at levels of need.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	
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	
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	
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

Utlize local and standardized assessment data that is reflective in PVAAS, E-Metric and I-Ready.

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

Provide brief explanation of the process for incorporating selected strategies.

Information is dissmenated at Open House, parent conferences through information tables and classroom meetings.

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

Our district takes into consideration all recommendations of parents and community as to new ways to deliver information with regards to our school and our students.

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.

Currently Midland Elementary School is meeting annual student acheivement targets. However, we are just meeting this standards and currently focusing on curriculum and alignment of PA Common Core Standards to increase student achievement growth.

Programs, Strategies and Actions

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

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

District discipline is monitored and tracked the Dean of Students and Principal. Current student SIS has the capability to track student discline however that component has not been fully utilized.

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.)

To determine that a child has a specific learning disability, the district shall address whether the child does not achieve adequately for his/her age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving. The process examines whether a child exhibits a pattern of strength and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement or relative to age or grade. In addition, the results of the findings cannot be the result of: a visual, hearing or orthopedic disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency. Also, the underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics. At the present time, the Midland Borough School District uses the IQ ability-achievement discrepancy model to identify the presence of a learning disability.

The eligibility of a child for gifted education nd related services is considered upon completion of the administration of tests and other evaluation materials. The parent of the child and a team (school administrator LEA, regular education teacher, gifted coordinator, certified school psychologist, related school personnel) of qualified professionals determine whether the child is gifted and qualifies for gifted education program.

In interpreting evaluation data for the purpose of determining if a child is gfited, information is gathered from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background and adaptive behavior.

Pre-Referral process

- Teacher/Parent shares concerns about academic progress with the Referral Team.

- The information listed above is gathered and reviewed by the Team and general education alternatives are discussed.

- Testing is completed within sixty calendar days of receiving signed permission from parents/guardians.

- If the student is deem eligible Gifted Education Services an Individual Education Plan is completed (Team input) within thirty calandar days.

Gifted Education Program:
Online courses are offered to the gifted student and selected with the recommendation of the parent, coordinator of special education, gifted coordinate and input from the student. The gifted coordinator monitors and facilitates all learning for gifted students.

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

This narrative is empty.

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

This narrative is empty.

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.

This narrative is empty.

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Never

Collaboration for Interventions

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

Elementary Teachers have common planning time to discuss needs and acedemic progress with literacy coach, support teachers, and speech therapist. Middle School Teachers as well have common planning time to address needs of students. In addition the principal meets bi-monthly with the grade level teachers.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care

2. After school programs
3. Youth workforce development programs
4. Tutoring

Early Intervention:
Through joint planning and common goals the District developed a comprehensive plan with Beaver County's Head Start Program to: 1) Evaluate and assess and identify the needs of children who will be entering the District's Pre-K and K-5, and 2) Prepare children educationally and functionally in expectations of structured classroom learning. Meetings between Head Start and the District's staff members at the beginning and mid-way through the school-year provides an overview of the measures that will be essential to accommodate the potential student needs. Throughout the year Head Start identifies needs of individual students, documents their progress and prepares a report for the District in preparation of providing for those needs. At the end of the year both sets of staff conduct transitional meetings that finalize the needs of any student making the transfer into the District's Pre-K and K-5 programs. Meetings with parents of potential students are then conducted and educational and social expectations are shared. The Life Steps program comes to the District and provides testing in order to evaluate motor and coordination skills, vision and hearing screenings throughout the year.

Community Partnerships:
The district currently has two child care agencies within it's boundaries, the district assist with transportation to school by having a bus stop or walk pick up for both agencies. In addition the district provides education materials and resources to the child care agencies and other community youth programs that provide tutoring to services to our students.

Childcare:
The district does not provide childcare before or after school, however a latchkey program is available for elementary students in the a.m. beginning ½ hour before the school day begins for grades K5-3rd. Students in grades 4-8 may remain afterschool for latchkey program in the district's library to wait for siblings that are dismissed ½ hour later.

Tutoring:
The district does not offer a set tutoring program as a result of budgetary cuts for after school programs. However, many of the professional staff donates 2 days awake to work with students after school who may be in academic need.

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.

Through joint planning and common goals the District developed a comprehensive plan with Beaver County's Head Start Program to: 1) Evaluate and assess and identify the needs of children who will be entering the District's Pre-K and K-5, and 2) Prepare children educationally and functionally in expectations of structured classroom learning. Meetings between Head Start and the District's staff members at the beginning and mid-way through the school-year provides an overview of the measures that will be essential to accommodate the potential student needs. Throughout the year Head Start identifies needs of individual students, documents their progress and prepares a report for the District in preparation of providing for those needs. At the end of the year both sets of staff conduct transitional meetings that finalize the needs of any student making the transfer into the District's Pre-K and K-5 programs. Meetings with parents of potential students are then conducted and educational and social expectations are shared. The Life Steps program comes to the District and provides testing in order to evaluate motor and coordination skills, vision and hearing screenings throughout the year. The Family Literacy Action Program works on site with students who are considered "at risk".

Many efforts are made to improve a child's transition into Pre-K and their transition from Pre-K into Kindergarten. 1.) Parent-Teacher Communication. Teachers will communicate with parents to learn about the student's abilities and interests to determine how the student's needs can best be met during the school year. 2.) Teacher-Teacher Communication. Communication between teachers in Head-Start and Pre-K and communication between Pre-K and Kindergarten teachers allows teachers to discuss and learn about each individual student's abilities, interests, and individual needs. This allows teachers to plan instruction that can be differentiated to meet each child's needs. 3.) Student Visitation to Pre-K and Kindergarten Classrooms. Students who will be entering Pre-K and Kindergarten are provided with the opportunity to visit the classroom that they will be attending to familiarize themselves with the classroom, the classroom routine, and the teacher. 4.) Parent Participation. In the Pre-K classroom parents are welcomed to attend the first days of school with their child to help ease the child's transition into school. 5.) Open House. Both Pre-K and Kindergarten classrooms schedule an open-house prior to the first day of school that allows parents and students to become familiar with the classroom and the teacher.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

I-Ready Instructional and DIagnostic softare based on data review shows over 95% correlation to PSSA projects of proficiency levels.

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	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

I-Ready Instructional and Diagnostic software based on data review shows over 95% correlation to PSSA projects of proficiency levels.

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

This narrative is empty.

Middle Level

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

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

Provide explanation for processes used to ensure Accomplishment.

I-Ready Instructional and Diagnostic software based on data review shows over 95% correlation to PSSA projects of proficiency levels.

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Midland Borough School District is a K4-8 grade one building one school.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in less than 50% 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 less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
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 less than 50% 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 less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% 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 "

District continues to utilize resources of SAS. The district needs to acquire additional professional development with expanding the use of SAS.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% 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 50% or more 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 less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% 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 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

District continues to utilize resources of SAS. The district needs to acquire additional professional development with expanding the use of SAS.

Middle Level

Standards	Status

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

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

Further explanation for columns selected "

District continues to utilize resources of SAS. The district needs to acquire additional professional development with expanding the use of SAS.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable

Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

Midland Borough School District is a K4-8 grade only.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	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	
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	
Empowers educators to work effectively with parents and community partners.	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	
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	
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	
Instructs the leader in managing resources for effective results.	X	X	X	

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

The Midland Advisory Council (MAC) consisting of Administrators, Teachers, and Support Staff meeting monthly to discuss areas of need, staff concerns, academics and school events. This meeting provides a forum for discussion of professional development needs, and feedback on existing professional development opportunities. The district uses a self-developed survey as well as one provided by the Beaver Valley Intermediate Unit at the end of each year. The results of the surveys provide an opportunity for the Midland Advisory Council to hold a final meeting to establish professional development and planning for the upcoming school year

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

Although the district has selected all of the strategies; with regards to district's professional education characerics, the district is currently working to align and map the new PA Common Core Standards

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:
2/12/2015

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

Questions
The LEA has conducted the training on:
2/16/2018

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

Questions
The LEA has conducted the training on:
1/15/2018

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

> *None.*

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

The Midland Advisory Council (MAC) consisting of Administrators, Teachers, and Support Staff meeting monthly to discuss areas of need, staff concerns, academics and school events. This meeting provides a forum for discussion of professional development needs, and feedback on existing professional development opportunities. The district uses a self-developed survey as well as one provided by the Beaver Valley Intermediate Unit at the end of each year. The results of the surveys provide an opportunity for the Midland Advisory Council to hold a final meeting to establish professional development and planning for the upcoming school year. During MAC meets monthly to address academic and professional needs that have been shared by the professional staff. The Principal completes weekly walkthrough of all professional staff and hold's follow-up meetings with staff.

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

This narrative is empty.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

Unchecked answers

> *None.*

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

This teacher induction plan requires that all participating individuals perform to the best of their ability and that they maintain a student centered approach to education. One of the most important aspects of the induction plan is the Mentors ability to build a trust based relationship with the inductee so that the inductee can grow and gain confidence while in a nurturing environment.

Upon completion of the teacher induction process, the inductee will submit an end of the year inductee questionnaire, sample lesson plans, and a comparison of their needs assessment with what they learned throughout the program.

During the teacher induction process the mentor will submit four informal observation reports, evidence of feedback in regard to the observations, a statement to the principal regarding the inductee's performance during the program, and an end of the year mentor questionnaire.

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).

- Teacher Evaulation Plan

Unchecked answers

    None.

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

The superintendant and school administration will evaluate the inductee using formal and informal observations, induction forms and questionnaires, and a written statement from the mentor before deciding if the inductee should exit from the induction program. Requirements for program completion are based upon the requirements in the previous sections.

Upon completion of the induction program a certificate is awarded to each inductee. The certificate of completion is then placed in each inductee's personnel file.

During the school year after completion of the induction program, the inductee and the mentor will meet on a minimum of a bi-monthly basis to continue with their productive relationship.

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

This narrative is empty.

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.

Based on Teacher Evualation, walkthroughs and observations of mentor teachers. In addition to review of student achievement data.

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

This teacher induction plan requires that all participating individuals perform to the best of their ability and that they maintain a student centered approach to education. One of the most important aspects of the induction plan is the Mentors ability to build a trust based relationship with the inductee so that the inductee can grow and gain confidence while in a nurturing environment.

Upon completion of the teacher induction process, the inductee will submit an end of the year inductee questionnaire, sample lesson plans, and a comparison of their needs assessment with what they learned throughout the program.

During the teacher induction process the mentor will submit four informal observation

reports, evidence of feedback in regard to the observations, a statement to the principal regarding the inductee's performance during the program, and an end of the year mentor questionnaire.

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: **36**

Identification Method

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

To determine that a child has a specific learning disability, the district shall address whether the child does not achieve adequately for his/her age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving. The process examines whether a child exhibits a pattern of strength and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement or relative to age or grade. In addition, the results of the findings cannot be the result of: a visual, hearing or orthopedic disability, multiple

disabilities, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency. Also, the underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics.

At the present time, the Midland Borough School District uses the IQ ability versus achievement discrepancy model to determine whether or not a student evidences a Specific Learning Disability.

The eligibility of a child for special education and related services is considered upon completion of the administration of tests and other evaluation materials. The parent of the child and a team (school administrator LEA, regular education teacher, special education teacher, certified school psychologist, related school personnel) of qualified professionals determine whether the child is a child with a disability and in need of special education and related services. The district follows strict state criteria and evaluation/reevaluation guidelines for the determination of Specific Learning Disability across the eight permissable areas.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability and in need of special education, information is gathered from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background and adaptive behavior.

Pre-Referral process

- Teacher/Parent shares concerns about academic/behavioral/emotional progress with the Referral Team.

- The information listed above is gathered and reviewed by the Team and general education alternatives are discussed.

- Period of intervention/strategies are implemented.

- Progress is monitored by the Team and data is collected along with samples of student work.

- Appropriateness of interventions are discussed by the team and adjusted if necessary.

- If after six to eight weeks there is little or no progress and general education interventions have been exhausted, parents are contacted to meet. A complete multidisciplinary evaluation may be recommended. If this is recommended a Permission to Evaluate and a Prior Written Notice along with Procedural Safeguards are issued to parents.

- Testing is completed within sixty calendar days of receiving signed permission from parents/guardians. To determine if a student is eligible for Special Education, the multidisciplinary evaluation team must answer a two-prong question: 1) Does the student have a disability? 2) Does the student need specially designed instruction?

- If the student is determined eligible for Special Education Services an Individual Education Plan is completed (Team input) within thirty calendar days.

The District currently utilizes the Discrepancy Model in the identification of student with Specific Learning Disabilities. The IQ-achievement discrepancy model is based on the concept of the normal curve. The discrepancy model assesses whether a uibstantial difference, or discrepancy, exists between a s student's scores on an individualized test of general intelligency and his or her scores obtained for one or more areas of academic achievment. The accepted criteria to identify a student as having a learning disability using the iQ-achievement discrepancy is a difference of at least two standard deviations. (30 points)

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

Due to small enrollment, the percent of Special Education Enrollment by Disability in the District is not represented on the Special Education Data Report in most areas. The district presents three times the state average for the disability category of Other Health Impairment. Generally, this represents students who were previously identified with a 504 Service agreement for a medical diagnosis. As the child progresses through elementary grade levels, their educational needs increase and the process is revisited to determine Least Restrictive Environment and Free and Appropriate Education. Generally, when a student's identification changes, the additional supports needed are offered within the general education classroom as outlined under specially designed instruction in the student's IEP.

The Special Education Percentage of the enrollment population of the Midland Borough School District is three percent lower than the state average. District procedures for identification, location, and evaluation of childrn with disabilities are reviewed on an ongoing basis to insure compliance with all special educaion regulations and to ensure a

free appropriate public education (FAPE) is provided to students with disabilities who require special education and related services.

Non-Resident Students Oversight

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

There are currently no facilities located within the Midland Borough School District. The District meets its obligation under Section 1306 of the public code by first providing the required special education paperwork to the facility where the student has been placed within one business day of notification. The Special Education Coordinator will submit the PDE 4605 to the school district of residence and request educational records for enrollment.

The District also has a Child Find responsibility for children suspected to be eligible for special education services and or accommodations within the host school district jurisdiction. The responsibility includes location, identification, and evaluation of all 1306 students with suspected disabilities, including evaluating students for whom a request for an evaluation has been made.

Under Section 1306 of the Pennsylvania School Code, as a host district we are required to allow a nonresident student in a children's institution attend the public school until a student receives a diploma or completes the school term until they are twenty one years of age. It is the district's responsibility to provide an educational program for students with a disability who are placed in that facility, and for ensuring the provision of a free appropriate public education and for qualified students with service agreements. The student must be attending a school program within five days of the student admission to the institution. The district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the Individualized Education Team process.

The host district will appoint a surrogate as needed and send quarterly progress reports to the district of residence.

The identification method for non-resident students would be the same process noted in this plan for resident students.

Possible barriers or problems which might limit the district's ability to meet its obligations under 1306 of the Public School Code are access to the educational records from the previous district or outside agencies supporting the student/family, the ability to determine residency, parent guardian communication/participation and unknown length of stay at the shelter.

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 Midland Borough School District is committed to providing FAPE to any eligible student residing in the District including those who may be incarcerated. If the District becomes aware of an incarcerated student in need of special education we would follow the same evaluation and implementation procedure covered previously in this plan. If an IEP is warranted, the manner in which the program would be provided and at what locations would be addressed at the team meeting. Oversight is the responsibility of the District administrator/LEA and would be provided through the Midland Borough School District.

Least Restrictive Environment

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

The Midland Borough School District follows the policy of Least Restrictive Environment to ensure that students with disabilities are educated with their non-disabled peers to the maximum extent possible. The educational placement for an individual student is dependent upon the IEP team's determination. The discussion always begins with consideration of an individual student's appropriate placement in the general education classroom within the home district.
According to school board policy, separate schooling and/or other removal of children with disabilities from the regular education environment occurs only if the nature of the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Removal from the regular education environment occurs only when the Individualized Education Program team determines the

student would not meaningfully benefit from that environment. If necessary, the district would utilize various programs offered by the Intermediate Unit, approved private schools and neighboring school districts within the area. The District's SPP-Educational Environment is 67.6 % compared to the State average of 62.4%. The other two targets are not displayed due to small group size.

At this time, the District educates all students in our school building. If student needs demand, we would utilize an APS, LPAC, or IU center.

Placement Procedure

- The student's individual placement is discussed at the Evaluation and IEP meeting with all members present including the parent/guardian.

- The supplementary aids and services necessary to achieve academic, behavioral, and emotional success are discussed.

Examples
(not exclusive)
Collaborative
: scheduled time for team meetings, professional development, scheduled opportunities for parental collaboration, structured classroom routine

Instructional
: test modification, provide instructional adaptations (re-teaching, repeating/modeling directions, extra examples,reduced homework assignments,extra time for assignments/homework, reading test items, use of different learning approaches, color-codes folders, positive reinforcement/comments, reasonable approximations of spelling accepted, chunk assignments/tests, assistive technology, study guides, daily planner, peer notes printed, test in resource room

Physical:
specific seating arrangements, adjustments to sensory input

Social-Behavioral:
social skills instruction, peer supports, behavioral support plans, counseling, monitor homework/planner, assist with organization, proximity/touch control

Based on the needs of the individual student the following placement options are considered:

    *Regular Classroom
    *Regular classroom with modifications and/or supplemental aids and services
    *Resource room for special education instruction in a regular classroom
    *A classroom for children with disabilities located in regular school
    *Out of District placement

The continuum of supports and services and educational options available within the District are enhanced by the following initiatives:

- Combination Consultant/Training model to support student placement

- Grade level meetings to discuss goals and objectives and to make accommodations/adaptations as necessary for individual students

- Training for Autism and Differentiating Instruction with Intermediate Unit and PaTTAN as the complexion of the district changes and with the information from the Annual Needs Assessment.

- Additional Staff Training opportunities at the Intermediate Unit and PaTTAN

- There is agreement between the District and Beaver County Behavioral Health. BCBH has contracted with The Prevention Network to provide Liaison Services for the Student Assistance Program (SAP).

Due to inordinately low student population, a disproportionate number of students can easily be placed in one category. The district makes every attempt to provide academic and behavioral training and strategies for all staff members.
Our District serves students from Kindergarten 4 to 8th grade. The District has a contract with Beaver Area School District for our high school students. We are now looking into the possibility of transitioning students in middle school to the Life Skills classroom at Beaver. This would make a better transition for these students when they reach high school age. Sending student's to another LEA would still be the Least Restrictive Environment as opposed to an Approved Private School.

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 Midland Borough School District believes that optimal learning outcomes occur within an appropriately managed school environment. To meet this goal the District developed a behavioral policy adopted by the school board in June 2017. It contains a positive approach to behavior. The policy is framed by a three pronged behavior support model based upon effective practices. Each level represents a higher intensity of intervention. These practices focus on:

* Positive rather than negative measures
* Training of personnel for the use of specific procedures, methods and techniques
* Teaching and guided practice

* Behavioral assessment
* Communication with student and family
* Monitoring program effectiveness

Levels of Intervention
Level 1 Intervention-Basic Classroom Management
Level 2 Intervention-Individualized Positive Behavior Plans
Level 3 Intervention-Highly Restrictive Interventions

Emergency Procedures
For behaviors that present a clear danger to students or staff the following steps may be implemented by administrative personnel:
* Midland Elementary/Middle School Crisis Intervention Team (CIT) may be called.
* If behavior escalates, the student may be escorted to a pre-determined supervised cool down area. (Room 230-Middle School, Elementary-Sensory Room)
* Options of alternative classroom time or suspension from school may be considered. (If these occur, issues of change in placement for those children with a Multiple Disability designation need to be addressed).
* Parental Contact
* Notification to police (if appropriate)
* Notification to mental health unit/emergency services (if needed)

Supporting this policy is a School-wide Effective Behavior Support endeavor. It is a proactive, school-wide approach towards effective enhancement of the District's mission statement "The mission of the Midland Borough School District is to provide an academic environment in which our children may reflect upon their heritagew and prepare themselvves for both the challenges of the 21st Century and their future success) by:

* Encouraging the educational growth of students and expansion of their capabilities through positive feedback and amiable learning environments
* Adopting a determined, concentrated, and aggressive attitude toward the encouragement of appropriate behavior and the correction of inappropriate behavior school-wide
* Reinforcement of the same easy to follow and unified behavioral expectations school-wide for students in classrooms, hallways, rest rooms, cafeteria, playgrounds and buses
* Improving student attendance and tardiness by closely monitoring school records and actively supporting expected levels of compliance

The above policy has proven to be successful. We will continue to implement this policy by training new staff and reinforcing best practices.
The District's behavior policy is outlined in the student's planner. It is reviewed and signed by parent/guardian annually.
Positive School-Wide Behavior Supports include the following: (examples)

- one student is picked from each class for "Leopard of the Month" (Based on character) and is given a small gift and a cafeteria snack coupon

- AR Challenge parties monthly

- Lunch with the Superintendent/Teachers

- Pirate Game

- Annual Red Ribbon Week-throughout the week, teachers hand out paper keys to students who exhibit positive behaviors throughout the day. At the end of the week, the keys will be counted and the class with the most keys will earn a prize party.

The Midland Borough School District's positive behavior support policy addresses the need for personnel training for specific procedures, methods, and techniques of behavior supports. School Wide Positive Behavior Support programs are utilized throughout the district. On-going training is available through the Pennsylvania Training and Technical Assistance Network (PaTTAN) and Intermediate Unit 27 TAC Team relating to behavior

School-based Behavioral Health
The District has a Prevention Specialist on staff. Her duties include providing students, through weekly classes and/or one-on-one sessions, with behavioral skills that are essential to sound social and emotional health such as making friends and being respectful. She also assists staff in finding ways to better manage student behavior. The prevention specialist will visit classrooms to discuss Bullying Prevention, Respect, Responsibility and other character traits to grades K4-8.
Our SAP Team provides students and family members with a full array of services offered by Beaver County Behavioral Health and other agencies within the county. The SAP liaison will provide: site-based student prescreens for Mental Health treatment if recommended by the SAP team and parent/guardian permission is secured. The SAP liaison will provide referral information for identified students. Referral information should include identification of agencies and/or resources that could serve the needs of identified students and their familites. The provider agency liaison may assist the identified student and/or family in linking up with the appropriate services. The SAP/Prevention Specialist, if requested, will assist with faculty in-service and student orientation and provide eductional resources to school personnel, students, families, and community. The District will continue fostering collaboration between local agencies including Prevention Network Specialist, Beaver County Behavioral Health and ACHIEVA to provide support and training for staff, students and parents.

De-Escalation Techniques
Several staff members have completed The Non-Violent Crisis Intervention Training at the Beaver Valley Intermediate Unit. The Midland Borough School District aims for 0% restraint but the staff is trained if a need arises. Current and new staff will continue to attend trainings with the IU.

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 the present time, there has been no difficulty in providing FAPE for individual students. Special and regular education teachers at all levels design and implement the necessary adaptations and modifications needed for each student to be successful in the general curriculum.When a student is referred for evaluation (MDE) and identified as a special edcation student, the MDE/IEP team implement instruction and services, using supplemental aids and services within the regular education environment. The BVIU provides intinerant services for Hearing Supports as needed. The Western Pennsylvania School for Blind Children provides itinerant services for Blind or Visually Impaired Support, as needed. Should any difficulties occur, the Midland Borough School District has a cooperative relationship with Beaver County Children and Youth and Beaver County Behavioral Health. These agencies are also a referral source both for the SAP team (Student Assistant Program) and school personnel. In addition, the District utilizes the Regional Interagency Coordinator to assist in interagency planning to mitigate and /or eliminate barriers to placement resolution if the need arises.

Our SAP team meets together weekly to discuss students who are having academic, emotional or behavioral difficulties that interfere with school success. Whenever possible, our in-house prevention specialist, referral team, school psychologist or school-wide behavior team address the issue. The District has incorporated portions of the interagency approach situations to improve its program capacity.

In the event the District has difficulty ensuring FAPE for an individual student for whatever reason, services from individual providers such as mental health/ mental rehabilitation, child protective services, juvenile probation, and drug-alcohol treatment services would be contacted and the necessary steps to resolve the difficulty will be provided.

Inter-agency collaboration is the key to improving and enhancing service delivery and ultimately improve outcomes for students and their families. The Midland Borough School District collaborates with public agencies such as Children and Youth Services, Beaver County Behavioral Health, The ARC of Beaver County/Achieva, the juvenile justice system and private agencies as well.

The district has a contract with Beaver Area School District which servcies all of our high school students, including special education students. The two districts are in a discussion concerning placement options for life skill middle school students. This would benefit the students and continue to provide FAPE.

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 Midland Borough School District is committed to providing students with disabilities in the district with the same high quality educational programs that the regular population enjoys. The District has a vision that celebrates student diversity and education for all students to high performance levels through an emphasis on high-quality instruction. This vision will enable all students to use their minds well and become productive, responsible citizens.

The District's website is used as a means to communicate information to all parents with links for parent resources, PDE website, as well as programs and services which the District offers. Newsletters and flyers are sent to parents and community residents highlighting District programs, students and staff. In addition, "The Midland News", a quarterly newspaper, is distributed to community residents four times a year as an insert to the local newspaper. The District sponsors an Open House in September of each new school year. At this time parents can meet their child's teacher and take part in the various training offered. Parents also have an opportunity to indicate what trainings they are interested in attending. County and District trainings are posted on The District's website which is updated monthly. In addition, a report card "pick-up" night is held at the end of the first nine-week grading period to assist in assuring that parents are receiving the report card along with the progress report that addresses each student's IEP goals.
The District also sets aside time in its calendar each month for parent conferences. Throughout the school year, the District sponsors evening events (STEAM, Story Walk, Book Fair) that promote community involvement. In the spring, parents and community members are invited to an assembly where student achievement and accomplishments are recognized.
The Midland Borough School District has one building which includes students in Kindergarten-four through eighth grade. Within this building the District has three resource classrooms. The related services and supports offered by the district are Occupational Therapy, Speech and Language Therapy, Psychological, and Physical Therapy. These services will meet the needs as determined by each individual student's IEP team.

Strengths and Highlights of the Special Education Program provided by the Midland Borough School District.

- Teachers are provided common planning time. They meet to discuss grade level goals and objectives to be emphasized. Adaptations and or accommodations for students with disabilities are addressed at this time

- The District has both a Student Referral and SAP team in place to assist in providing academic, behavioral and emotional assistance for all students.

- The District has developed an action plan for an anti-bullying program. This school-wide programs include students, teachers, parents, and community members.

- There is a high level of parent attendance at the IEP meetings. Parents are given a satisfaction survey. This survey provides important information for the District. This is one tool the District uses to continue to improve its special education program and services provided to students with disabilities.

- All of the Regular and Special Education Teachers in the District are highly qualified. Teachers are encouraged to participate in staff development in house and through the Intermediate Unit (27) and PaTTAN.

- The District has a Kindergarten-4 program with a certified teacher and aide. The students attend daily from 8:30 to 1:00.

- The District has a full day Kindergarten program with certified teachers.

- Special Education students operate a "Coffee Cart" four days a week. They make coffee, tea, or hot chocolate and deliver the drinks to the staff. They learn how to count money and make change. They also learn social skills. The money is used for field trips throughout the school year.

- An on site "Sensory Room" is available to students during the school day. Additions to the room are made according to each student's individual needs.

- The District employs a Speech and Language Therapist, an Occupational Therapist, and a Physical Therapist. These related service personnel are available to attend Team Meetings and to correspond with parents.

- Instruction time for middle school students for core subjects is 84 minutes four days a week. This allows students with disabilities access to the resource room daily for reteaching and or help with homework as needed.

- There is a 20 minute period alloted at the end of the school day. Students have access to the resource room for writing assignments in the planner, organizing homework, beginning homework, and packing up for the day.

- The District utilizes a Prevention Specialist to oversee the Student Assistance Program. The Prevention Specialist also provides counseling and screening based on student/teacher referral.

- Student achievement, both behviorally and academically are highlighted each month by nomination of one-two students per grade for the Leopard of the Month.

- Students in eighth grade, who maintain passing grades, attend a catered lunch with the Superintendent once a month.

- All students participate in a Christmas and Spring musical production annually at Lincoln Park Performing Arts School.

- Students participate in monthly AR challenges. They are required to meet a set number of points by reading books on their level and passing comprehension assessments. Students who meet their goal get to participate in a reward activity.

Our District's needs assessment survey indicates that our next areas of training and concentration will be Behavior, Autism, and Assistive Technology. Teachers are attending and will continue to attend training through the District, Intermediate Unit 27, and PaTTAN. The District will continue trainings on Autsm, focusing on behavioral strategies, developing positive behavior support plans, and assessing student behavior.
The District currently provides training using software applications including using the Smart Board, rainings on the newly purchased math series, and i-Ready Reading and Math.

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
NA	Other	NA	0

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.25
Locations:				
Midland Elementary Middle 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%)	Multiple Disabilities Support	8 to 8	1	0.12
Locations:				
Midland Elementary Middle 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	5 to 11	9	0.63
Justification: The District's Special Education population only requires two Learning Support classrooms. The support and instruction is given with age and appropriate students.				
Locations:				
Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.13
Locations:				
Midland Elementtary 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%)	Multiple Disabilities Support	13 to 13	1	0.25
Locations:				
Midland Elementary 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	Learning Support	11 to 15	12	0.62
Locations:				
Midland Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	21	0.6
Justification: Due to student enrollment the District requires one Speech and Language Therapist.				
Locations:				
Midland Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Occupational Therapist	Midland Elementary Middle School	0.6
Physical Therapist	Midland Elementary Middle School	0.4
Personal Care Assistant	Midland Elementary Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	1 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:
The Midland Borough School District is one building one school grades K4 through 8th.

District Accomplishments

Accomplishment #1:
Midland Borough School District is a one building school. Students in K4-8 are educated in one buiding. All accomplishements of the district are that of the Elementary-Middle School.

District Concerns

Concern #1:
All concerns are indicated within the Elementary-Middle School portion of the Comprehensive Plan as the District is one buidling K4-8.

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.

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.

Systemic Challenge #3 *(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 #4 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Systemic Challenge #5 *(Guiding Question #8)* Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

District Level Plan

Action Plans

Goal #1: 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 the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Mapping and Alignment: School Performance Profile, PVASS, E-Metric and local assessments.

Specific Targets: School Performance Profile, local assessment results, and report cards

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

PA Common Core

Description:

Provide professional staff with understanding through professional development of the PA Common Core to develop a fully aligned curriculum

across all academic subjects. Professional staff will provdie evidence to the Principal of curriuculm alignment in addtion to attendance at professional development days. This is ongoing as each year, we address the needs of staff based on performance data collected on our students.

Start Date: 8/27/2018   **End Date:** 6/5/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Academic Growth

Description:

Closing the gap in Reading, Mathematics and Science based on E-Metric, PVAAS and School Performance profile data in attaining 1 years growth.

Start Date: 8/27/2018   **End Date:** 6/5/2020

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Reading NCLB #1

Description:

The Special Education Department along with administration will coordinate training to support staff and students in achieving th2 NCLB Goal #1 for Reading. (Every Student Succeeds Act) Grade level and individual student performance data will be used to compare to statewide and federal benchmarks. Continuous updates to the elementary reading

curriculum support the district's goal of increasing student reading performance.

The district continues to use a variety of tools and methods to increase scores which includes Accelerated Reader, i-Ready Reading, tutoring within the support classroom, and PSSA skill development workbooks. Additionally, language arts is scheduled for 80 minutes four days a week and a 43 minute period one day per week in grades 5-8.

Evidence of Implemention: continue to develop IEP Goals that address reading deficits for students with learning disabilities in reading, continue to provide professional development in the areas of reading and data analysis, and to continue team and grade level meetings to design effective student programs as population and needs continue to change.

Start Date: 7/1/2018   **End Date:** 6/30/2021

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Behavior Support

Description:

The Midland Borough School District believes that optimal learning outcomes occur within an appropriately managed school environment. To meet this goal the District developed a behavioral policy adopted by the school board in June 2017. It contains a positive approach to behavior. The policy is framed by a three pronged behavior support model based upon effective practices. Each level represents a higher intensity of intervention. These practices focus on:

The target to reduce student suspension by 15% in the last plan was met. No special education students were suspended in the 2016-2017 school year.

*Positive rather than negative measures

*Training of personnel for the use of specific procedures, methods and techniques

*Teaching and guided practice

*Behavioral assessment

*Communication with student and family

*Monitoring program effectiveness

Start Date: 7/1/2018   **End Date:** 6/30/2021

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Lesson Plans and Curriculum

Specific Targets: Review of Lesson Plans, School Performance Profile results, local assessment results, report card grades and teacher observations

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Reading NCLB #1

Description:

PVASS, E-Metric, and local standardized date will be collected. The Principal, Literacy Coach, Teachers, and other specialized staff will attend training outside the District in addition to peer training by administrators and speciality teachers. Evidence of implementation will include: In-Service Days, sign-in logs, and feedback surveys.

The Midland Borough School District School Performance Profile was 61 based on the Spring 2018 PSSA results.

Start Date: 8/27/2018   **End Date:** 6/5/2020

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

PA Common Core

Description:

Provide professional staff with understanding through professional development of the PA Common Core to develop a fully aligned curriculum across all academic subjects. Professional staff will provdie evidence to the Principal of curriuculm alignment in addtion to attendance at professional development days.

Start Date: 8/27/2018   **End Date:** 6/5/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Academic Growth

Description:

Closing the gap in Reading, Mathematics and Science based on E-Metric, PVAAS and School Performance profile data in attaining 1 years growth.

Start Date: 8/27/2018   **End Date:** 6/5/2020

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

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: Annual

Data Source: Curriculum alignment and mapping to PA Common Core Standards

Specific Targets: District has devoted the majority of professional development days for the 2014 2015 school year to curriculum alignment and mapping

Strategies:

Curriculum Mapping

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

SAS Alignment: Curriculum Framework

Implementation Steps:

PA Common Core

Description:

Provide professional staff with understanding through professional development of the PA Common Core to develop a fully aligned curriculum across all academic subjects. Professional staff will provdie evidence to the Principal of curriuculm alignment in addtion to attendance at professional development days.

Start Date: 8/27/2018   **End Date:** 6/5/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Academic Growth

Description:

Closing the gap in Reading, Mathematics and Science based on E-Metric, PVAAS and School Performance profile data in attaining 1 years growth.

Start Date: 8/27/2018   **End Date:** 6/5/2020

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

Supported Strategies:

- Curriculum Mapping

Technology Infrastucture

Description:

Needs assessment on equpment upgrades necessary for academic achievement and remediation. District currently has 3 stational computer labs; 2 have been updated within the last year. Two mobile labs, district anticipates replacing one of the mobile labs with more efficient and updated lapttops. Over the past two years the district has been purchasing 6 to 8 Ipads to be implemented in to the classroom.

Start Date: 8/27/2018   **End Date:** 6/5/2019

Program Area(s): Educational Technology

Supported Strategies:

- Curriculum Mapping

Goal #4: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Related Challenges:

- Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile, PVAAS Data, I-Ready Data

Specific Targets: PSSA data, I-Ready Data, goal of maintaining 1 years academic growth.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Academic Growth

Description:

Closing the gap in Reading, Mathematics and Science based on E-Metric, PVAAS and School Performance profile data in attaining 1 years growth.

Start Date: 8/27/2018   **End Date:** 6/5/2020

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #5: Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

Indicators of Effectiveness:

Type: Annual

Data Source: Daily attendance rate and end of year average daily attendance

Specific Targets: Parent meetings, Truancy elimination plan meetings and reduction in days absent from school.

Strategies:

Positive Behavioral Interventions and Supports

Description: ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS

framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Technology Infrastucture

Description:

Needs assessment on equpment upgrades necessary for academic achievement and remediation.

Start Date: 8/27/2018   **End Date:** 6/5/2020

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

Supported Strategies:

- Positive Behavioral Interventions and Supports

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title				Description
8/27/2018	6/5/2020	PA Common Core				Provide professional staff with understanding through professional development of the PA Common Core to develop a fully aligned curriculum across all academic subjects. Professional staff will provdie evidence to the Principal of curriuculm alignment in addtion to attendance at professional development days. This is ongoing as each year, we address the needs of staff based on performance data collected on our students.

Person Responsible	SH	S	EP	Provider	Type	App.
Brenda Militello	2.0	4	16	District	School Entity	Yes

Knowledge   Alignment of PA Common Core Standards

Supportive Research   Data from PVAAS and PSSA

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with

attention given to interventions for struggling students.

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

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

Training Format

LEA Whole Group Presentation

Series of Workshops

Participant Roles

Classroom teachers

Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)

Elementary - Intermediate (grades 2-5)

Middle (grades 6-8)

Follow-up Activities

Peer-to-peer lesson discussion

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start | **End** | **Title** | | **Description**

8/27/2018 | 6/5/2020 | Academic Growth | | Closing the gap in Reading, Mathematics and Science based on E-Metric, PVAAS and School Performance profile data in attaining 1 years growth.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Brenda Militello	2.0	2	15	LEA	School Entity	Yes

Knowledge Understanding PVAAS

Supportive Research SAS website

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

Training Format

LEA Whole Group Presentation

Grade Levels

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

Participant Roles

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

Evaluation Methods

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

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

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start | **End** | **Title** | **Description**

7/1/2018 | 6/30/2021 | Reading NCLB #1 | The Special Education Department along with administration will coordinate training to support staff and students in achieving th2 NCLB Goal #1 for Reading. (Every Student Succeeds Act) Grade level and individual student performance data will be used to compare to statewide and federal benchmarks. Continuous updates

to the elementary reading curriculum support the district's goal of increasing student reading performance.

The district continues to use a variety of tools and methods to increase scores which includes Accelerated Reader, i-Ready Reading, tutoring within the support classroom, and PSSA skill development workbooks. Additionally, language arts is scheduled for 80 minutes four days a week and a 43 minute period one day per week in grades 5-8.

Evidence of Implemention: continue to develop IEP Goals that address reading deficits for students with learning disabilities in reading, continue to provide professional development in the areas of reading and data analysis, and to continue team and grade level meetings to design effective student programs as population and needs continue to change.

Provider	Type	App.
Beaver Valley Intermediate Unit/Midland Borough School District	School Entity	Yes

Person Responsible	SH	S	EP
Brenda Militello	2.0	6	20

Knowledge

Ongong professional development will continue to increase the teachers' ability to provide effective instruction to the students who are struggling wth reading skills and have a stronger understanding of how to analyze data to create effective student programs through IEP's.

Supportive Research

Only reasearch based resources will be utilized when providing instruction to students. All teachers have received training on how to implement the research-based resources when providing direct instruction to students with IEPs.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Training Format

LEA Whole Group Presentation
Live Webinar
Department Focused Presentation
Podcast
Offsite Conferences

Participant Roles

Classroom teachers
Principals / Asst. Principals
Other educational specialists
Related Service Personnel
Parents

Grade Levels

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

Follow-up Activities

Team development and

Evaluation Methods

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

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Student PSSA data

- Standardized student assessment data other than the PSSA

- Classroom student assessment data

- Review of IEP's and data toward individual student goals.

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
7/1/2018	6/30/2021	Behavior Support	The Midland Borough School District believes that optimal learning outcomes occur within an appropriately managed school environment. To meet this goal the District developed a behavioral policy adopted by the school board in June 2017. It contains a positive approach to behavior. The policy is framed by a three pronged behavior support model based upon effective practices. Each level represents a

higher intensity of intervention. These practices focus on:

The target to reduce student suspension by 15% in the last plan was met. No special education students were suspended in the 2016-2017 school year.

*Positive rather than negative measures

*Training of personnel for the use of specific procedures, methods and techniques

*Teaching and guided practice

*Behavioral assessment

*Communication with student and family

*Monitoring program effectiveness

Provider	Type	App.
Midland Borough School District Personnell	School Entity	Yes

Person Responsible	SH	S	EP
Brenda Militello	2.0	3	20

Knowledge

The staff of Midland Borough School District will have a greater understanding of the School-wide Positive Behavior Supports and understand the prupose of functional behavior assessments and individual positive behavior behvior support plans.

Supportive Research

The Midland Borough School District utilizes research based materials and resources when conducting FBA's and writing PBSPs. All fors utilized are developed by Pennsylvania's Bureau of Special Education,Teams utilize the best practices approach provided through the BVIU trainings.

Designed to Accomplish

For classroom teachers, school counselors and education

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

specialists:

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.

Training Format

LEA Whole Group Presentation

Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional
New Staff
Related Service Personnel
Parents

Grade Levels

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

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

Decrease in student detentions and suspensions.

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start

End

Title

Description

PVASS, E-Metric, and local standardized date will be collected. The Principal, Literacy Coach, Teachers, and other specialized staff will attend training outside the District in addition to peer training by administrators and speciality teachers.

8/27/2018   6/5/2020   Reading NCLB #1

Evidence of implementation will include: In-Service Days, sign-in logs, and feedback surveys.

The Midland Borough School District School Performance Profile was 61 based on the Spring 2018 PSSA results.

Person Responsible	SH	S	EP	Provider	Type	App.
Brenda Militello	2.0	6	4	Beaver Valley Intermediate Unit	Beaver Valley Intermediate Unit, PaTTAN	Yes

Knowledge   This is an optional narrative for Special Education.

Supportive Research   This is an optional narrative for Special Education.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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.

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

Training Format

LEA Whole Group Presentation
Live Webinar
Department Focused Presentation
Podcast
Offsite Conferences

Participant Roles

Classroom teachers
Principals / Asst. Principals
Other educational specialists
Related Service Personnel
Parents

Grade Levels

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

Follow-up Activities

Team development and

Evaluation Methods

Classroom observation focusing on

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Joint planning period activities

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description

Provide professional staff with understanding through professional development of the PA Common Core to develop a fully aligned curriculum across all academic subjects. Professional staff will provdie evidence to the Principal of curriuculm alignment in addtion to attendance at professional development days.

Start	End	Title
8/27/2018	6/5/2020	PA Common Core

Person Responsible	SH	S	EP	Provider	Type	App.
Brenda Militello	2.0	4	15	District	School Entity	Yes

Knowledge   Alignment of PA Common Core Standards

Supportive Research   Use of SAS form PDE

Designed to Accomplish

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

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

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

For classroom teachers, school counselors and education specialists:

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

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

Training Format

LEA Whole Group Presentation

Professional Learning Communities

Participant Roles

Classroom teachers

Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)

Elementary - Intermediate (grades 2-5)

Middle (grades 6-8)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment

data other than the PSSA

Classroom student assessment data

Analysis of student work,

with administrator and/or peers

Creating lessons to meet

varied student learning styles

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

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title
8/27/2018	6/5/2020	Academic Growth

Description

Closing the gap in Reading, Mathematics and Science based on E-Metric, PVAAS and School Performance profile data in attaining 1 years growth.

Person Responsible	SH	S	EP	Provider	Type	App.
Brenda Militello	2.0	2	15	District and IU	School Entity	Yes

Knowledge Understanding academic growth

Supportive Research PVAAS

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.

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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.

Training Format

LEA Whole Group Presentation
Offsite Conferences

Participant Roles

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

Grade Levels

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

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Follow-up Activities

Analysis of student work, with administrator and/or peers
Peer-to-peer lesson discussion

Evaluation Methods

Student PSSA data
Standardized student assessment data other than the PSSA

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

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

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Affirmed by David Vukovich on 3/13/2018

Board President

Affirmed by Sean Tanner on 3/13/2018

Superintendent/Chief Executive Officer