

Union City Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

107 Concord St
Union City, PA 16438
(814)438-3804
Superintendent: Matthew Bennett
Director of Special Education: Stacey Mulson

Planning Process

The Plan is developed with the input of stakeholders. Meetings occur in the administration office, as well as both district school buildings. Committees are developed for the various components of the Plan and meet as necessary until the components are completed. The Director of Pupil Services is responsible for the Special Education Plan and the Director of Curriculum and Special Programs is responsible for the remainder of the plan, including the Title I Schoolwide Plan. Communication is through meetings, telephone, and email.

Mission Statement

It is the mission of the Union City Area School District and the community to empower our students to be life-long learners by providing a safe and caring learning environment designed to meet the needs of each individual.

Vision Statement

Welcome to the Union City Area School District, home of the Bears. The vision for the Union City Area School District is to be a highly competitive educational institution that is the heart of our community. Our students are prepared by a highly skilled, caring administration and staff to become successful in a global society. We utilize outstanding community support, comprehensive educational programs, excellent curriculum, dual enrollment, post secondary opportunities and a variety of extra -curricular activities. We prepare our graduates to confidently enter the next phase of their lives.

Shared Values

Union City Area School District believes that all of our students graduate ready to confidently enter the next phase of their lives. The District believes that all students must be career and college ready when they graduate.

Educational Community

The Union City Area School District is located in rural northwestern Pennsylvania. It is in an economically depressed area that was once home to many factories and was known for its chair manufacturing. Those factories provided a living wage for employees, but are now all are closed. Additionally, the Union City Hospital no longer exists. Generational poverty is the reality for many of our students. Resources in the community include the Family Support Center, Union City Community Foundation, community based youth sports activities, an active Ministerium, a food pantry, a Head Start, and three other preschool programs.

The Union City Area School District has a strong administrative team and a supportive Board of Directors. The District is able to offer college courses to the high school students, has a STEM Academy that is operating as a school within a school, and is excited to be able to offer Community College courses beginning in January 2018. Additionally, the District operates a PDE approved CTE program in General Agriculture. The District is technology rich, and has a strong Special Education program.

The District is comprised of approximately 1,140 students. Of the students, 56.5% of students qualify for free or reduced lunches. The District enrollment is primarily Caucasian, and does not currently have any migrant students. Attendance is high.

The District is the hub of the community. Students have access to a wide variety of resources through the school including an one-half day K4 program, full day Kindergarten, various levels of intervention services, student assistance programs, a social worker, drug and alcohol counselor, academic counselors, a Community and School Based Behavior Health Program, and three guidance counselors. The District has a variety of athletic programs, a swimming pool, and a fitness club for elementary.

The community offers various forms of support to the District. Some of the resources are listed above. The community and organizational members are generally supportive of the District.

Planning Committee

Name	Role
Matthew Bennett	Administrator : Professional Education Schoolwide Plan
Stacey Mulson	Administrator : Professional Education Special Education Schoolwide Plan
Joan Quickle	Administrator : Professional Education Special Education Schoolwide Plan

Adam Shrout	Administrator : Professional Education Special Education Schoolwide Plan
David Swanson	Administrator : Professional Education Schoolwide Plan
Melissa Tomcho	Administrator : Professional Education Schoolwide Plan
Steve Gilbert	Board Member : Professional Education Schoolwide Plan
Dave Robinson	Board Member : Professional Education Schoolwide Plan
Bill Mangel	Business Representative : Professional Education Schoolwide Plan
Chris Prenatt	Business Representative : Professional Education Schoolwide Plan
Abbe Biebel	Community Representative : Professional Education Schoolwide Plan
Lynora Rumm	Community Representative : Professional Education Schoolwide Plan
Bonni Williams	Community Representative : Professional Education Schoolwide Plan
Natalie Wilmoth	Community Representative : Professional Education Schoolwide Plan
Joseph Anthony	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Kimberlie Dawson	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Edward McMahan	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Amy Webber	Ed Specialist - School Psychologist : Professional Education Special Education Schoolwide Plan
Jennifer Drayer	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Robin Smith	Elementary School Teacher - Regular Education : Professional Education Special Education
Blaine Walp	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Marlene Kuzma	Elementary School Teacher - Special Education : Professional Education Schoolwide Plan
Susanne Conti	High School Teacher - Regular Education : Professional Education Schoolwide Plan

Michael Zarger	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Denise Benedict	High School Teacher - Special Education : Professional Education Schoolwide Plan
Tim Brown	Instructional Technology Director/Specialist : Professional Education Schoolwide Plan
Cathy Dobrzynski	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Kim DeSimone	Middle School Teacher - Special Education : Professional Education Schoolwide Plan
Stephanie States	Middle School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Krista Byler	Parent : Professional Education Schoolwide Plan
Brian Niggel	Parent : Professional Education Schoolwide Plan
Pauline Pituch	Parent : Professional Education Schoolwide Plan
Chris Prenatt	Parent : Professional Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Union City Area School District continues to align curriculum to the PA state standards. The English Language Arts and the Literacy in History/Social Studies and Science and Technical Subjects needs to be aligned to PA Core Standards. Science, Technology and Engineering Education is a focus for our District and the curriculum is in the process of being aligned and mapped to the primary grades. We do not have an American School Counselor Association for Students, but we do utilize the ASCA student standards.

Elementary Education-Intermediate Level

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

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

Union City Area School District is in the process of mapping and aligning our curriculum to the PA state standards. The Career Education and Work standards curriculum are mapped and aligned for all grade levels. The English Language Arts and the Literacy in History/Social Studies and Science and Technical Subjects is in the process of being aligned to PA Core Standards. Science, Technology and Engineering Education is a focus for our District and the curriculum is in the process of being aligned and mapped to the intermediate grades. We do not have an American School Counselor Association for Students; however, we do utilize the American School Counselor Association's student standards.

Middle Level

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

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

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

Union City Area School District is in the process of aligning their curriculum to the PA state standards. The Civics and Government curriculum is being aligned to PA state standards. Currently, Union City Area School District only offers world languages in middle school through a blended learning model. World languages and classical languages in the community (standards 12.5 and 12.6) will be incorporated into the curriculum. Career and Work Standards curriculum are mapped and aligned. The District does not have an American School Counselor Association for Students, but does use the ASCA student standards. The English Language Arts and the Literacy in History/Social Studies and Science and Technical Subjects are being aligned to PA Core Standards. Science, Technology and Engineering Education is a focus for the District and the curriculum is being aligned and mapped for the middle level grades.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	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	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished

English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Union City Area School District is in the process of aligning our curriculum to the PA state standards. The Civics and Government curricula is being aligned to PA state standards. Currently, geography is taught as in middle school and as a component of other subject areas in high school. The geography standards are intentionally incorporated into most curricula. The English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects curricula is being mapped and aligned to meet the PA Core Standards. Our Science and Technology and Engineering Education is a focus for our District, and continues to be developed. The District implements the American School Counselor Association's student standards.

Adaptations

Elementary Education-Primary 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
- Health, Safety and Physical Education

Unchecked answers

None.

Elementary Education-Intermediate 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
- Geography
- Health, Safety and Physical Education

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

Art curricula, including performing and fine arts, is well developed at all grade levels. A robust career education and work curriculum is in place at all grade levels. Civics and government is an area that Union City is continuing to develop at all grade levels. The PA Core Standards in English Language Arts and Mathematics are developed at all grade levels. Literacy in History/Social Studies, Science and Technical Subjects is expanding at all grade levels. Economics is taught at all grade levels as part of the Social Studies curriculum. In the senior year, an Economics class is mandated for all students. Environment and Ecology curricula continues to expand. Family and Consumer Science is taught as a stand alone course in middle and high school. Geography is incorporated into various courses and is taught specifically in the middle school. Health, safety and physical education curricula is developed and both safety and health topics continue to expand. History curriculum is being developed at all levels. Content at each grade level is being reviewed and changes will

be made. The Science and Technology and Engineering Education in both the middle school and high school continues to expand curricular and course offerings to provide additional opportunities for students. The Middle School is utilizing PDE recognized Engineering by Design resources to introduce engineering to middle school students. The high school continues to operate a STEM Academy utilizing a school within a school model. Coding courses will be offered at all grade spans beginning in 18-19.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The District is using the PDE SAS identified mastery points as the basis for this process. The District is using data to identify needs; establishing dynamic curriculum maps to identify when, how, what is taught in at the primary level; aligning the curriculum to the state standards; making the curriculum maps easily available to all, utilizing the expertise of the local Intermediate Unit, and are hiring national consultants for assistance. The District professional development is planned over several years, with each year's plan addressing particular areas identified by our data as needing improvement. The Curriculum Director is overseeing the process of curriculum mapping to the PA state standards. Beginning of year and end of year data points are utilized to gauge effectiveness of instruction in English Language Arts. Common summative assessments are utilized in mathematics.

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	Developing

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

Processes used to ensure Accomplishment:

The District is using the PDE SAS identified mastery points as the basis for this process. The District is using data to identify needs; establishing dynamic curriculum maps to identify when, how, what is taught in at the primary level; aligning the curriculum to the state standards; making the curriculum maps easily available to all, utilizing the expertise of Intermediate Unit #5, and hiring national consultants for assistance. The District professional development is planned over several years, with each year's plan addressing particular areas identified by our data as needing improvement. The Curriculum Director is overseeing the process of curriculum mapping to the PA state standards. Neginning of year and end of year data points are utilized to gauge effectiveness of instruction in English Language Arts. Common summative assessments are utilized in mathematics.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The District continually aligns the curriculum to PA State Standards and adjusts the maps to reflect input by the faculty. This will be accomplished by the development dynamic curriculum maps which utilize the PDE SAS mastery points. The maps will include objectives of courses along with interdisciplinary units whenever possible. The content and estimated instructional time is being developed, and the materials and activities need to be added to the maps. The relationships between the objectives, unit, and academic standards are identified by the PA standard identification for each component of the curriculum. The 16-17 state achievement reports indicated a need for some changes in

mathematics classes, and the effects of those changes will continue to be monitored, with changes made as necessary.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

The District continually aligns the curriculum to PA State Standards and adjust the curriculum maps to reflect input by the faculty. This will be accomplished by the development of dynamic curriculum maps which utilize the PDE identified mastery points. The maps will include objectives of courses along with interdisciplinary units whenever possible. The interdisciplinary units are crucial to the accomplishment of the standards, however, the units require extensive planning among disciplines. Development continues to occur with interdisciplinary units of study. The content and estimated instructional time is being developed, and the materials and activities need to be added to the maps. The relationships between the objectives, unit, and academic standards are identified by the PA standard identification for each component of the curriculum.

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

This narrative is empty.

Modification and Accommodations

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

The Director of Pupil Services assigns a case manager to every student who is identified as needing modifications and accommodations, both physical and mental. The case manager and the Director of Pupil Services work with the student and the student's regular education teachers to assist in helping the student gain access to and master a rigorous standards aligned curriculum. Union City Area School District educates students in an inclusive environment to the maximum extent possible. The case manager accomplishes this using a variety of methods such as co-teaching, pushing in, and pulling out after consultation with families, regular education teachers, and interventionists .

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

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

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

Every building administrator conducts walk-through observations throughout the school year. These observations are focused on instruction, but also look for other components of the Danielson model, including classroom management and professionalism. The District utilizes a Differentiated Supervision Model for eligible teachers. Eligibility is determined by the administration team. Temporary professional employees are not eligible for the Model.

For faculty members who are identified for this model, one year is a formal observation year, and the other two years are differentiated supervision years. The differentiated supervision projects are assigned by the building administrator and include a variety of activities that are designed to improve pedagogy.. The District utilizes limited Instructional Coaches in both Literacy (half-time for the elementary building) and Mathematics (half-time for the middle/high school) to assist teachers in aligning instruction and ensuring consistency between both grade level and subject area teachers. Lesson plans are required to be submitted electronically to the building administrator weekly. The plan must include

goals, objectives and processes. Each lesson must have the corresponding PA academic standard identified.

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

Our District is small and does not utilize building supervisors or department supervisors. Peer evaluation is not a part of the professional bargaining contract and is resisted by the teachers. Instructional coaches have access to lesson plans in their respective fields on an as needed basis.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*)

Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*)

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The District has a low turnover rate among professional faculty. When an opening arises, the District advertises through the District website, email, and by advertising in the nearest large newspaper. Applicants are screened and interviewed according to the District's hiring policy. Final candidates are interviewed twice with an interview committee consisting of the building administrator, a central office administrator, department representative and others as needed. The final interview round includes a representative of the school Board of Directors. The recommended candidate is then presented to the Board for hiring. This policy was designed to ensure that the District hires the most qualified candidate.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	4.00	4.00	4.00
Physical Education	0.50	0.50	0.50
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.50	1.50	1.50
Electives	10.00	10.00	10.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

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

- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and		X				

Technical Subjects						
PA Core Standards: Mathematics		X				X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone examinations			X	X
Unit tests	X	X	X	X
Aleks Math				X
Study Island				X
Final Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
AimsWeb			X	
Study Island		X	X	X
6+1 Writing Traits	X	X		
Scholastic Reading Inventory		X	X	X
4-Sight		X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Higher order questioning	X	X	X	X
Other formative assessments	X	X	X	X
IXL Math			X	X
IXL ELA			X	
Exit slips		X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X	X	X
Aleks Math			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The District uses several nationally normed assessments. Additionally, standards-aligned assessments are reviewed by the administrators. The standards-aligned assessments are also reviewed by instructional coaches and classroom teachers. Teachers in the District's elementary building have common plan time and this time is utilized in part by learning to use common grade-wide assessments. The elementary utilizes a part-time literacy coach and the middle/high school employs a part-time mathematics coach. Part of the coaches' responsibilities include review of standards-aligned assessments and guiding teacher peer reviews.

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.

Locally administered assessments are developed by the faculty and are designed to determine student mastery of the topic at hand. The departments and/or grade levels work together to create common assessments.

Collection and Dissemination

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

Any assessment data are available for review by all stakeholders. Summative assessment data received from the state are received by central administration who then distributes it to the building administrators. The building principals meet with the instructional coaches to discuss the results. The instructional coaches then meet with their respective departments to share the information. Once data are reviewed, meetings are held and instruction is adjusted based on the results. The benchmark data are available to both the building principals and the faculty. Diagnostic data are available to building teachers, instructional coaches, and teachers.

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.

Assessment data are used in making instructional decisions at all student levels. Students are identified for tiered reading instruction through diagnostic and benchmark assessments. Students who do not demonstrate benchmark skills in mathematics receive additional instruction in the areas identified through the assessments. English Language Arts and mathematics supplemental instruction are specific to the child, based on identified areas of concern. When summative data indicates a grade level or building level need, the curriculum is adjusted to meet that need. Small group instruction is utilized at the elementary level and students are placed into these groups based on data. The groups are flexible and fluid.

Assessment Data Uses

Assessment Data Uses	EEP	EEL	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
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	X

Provide brief explanation of the process for incorporating selected strategies.

Assessment data are used to make instructional decisions. Using the data, student needs are identified by data teams that identify instructional strategies to address the identified

achievement gap. Data are used to design instruction to support whole group mastery, and also individual student mastery. Techniques used to provide instruction include making changes in the grade-level or subject area curriculum, small group tiered intervention for both ELA and mathematics, and individual student intervention for both ELA and mathematics.

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

The District continually strives to improve student achievement. Consultants are utilized for professional development. An identified area for improvement is in instructional practices and the following strategies are used to address this gap: professional consultants are hired for both whole group and individual coaching; administration coaching of individual teachers; utilization of the SAS professional development modules to address improved instructional practices; and the utilization of research-based and PDE recognized web-based professional development. Emphasis is placed on the utilization of formative assessments to guide instruction.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The Union City Area School District believes that frequent communication between parents, school, students, and community is necessary to maximize student achievement. The District utilizes mailings, media reports in the local newspaper, the District website, a blackboard communication system for parents and guardians, monthly building level newsletters, PDE website access information, and many meetings with individuals as well as community members to increase the frequency of communication about state testing requirements. Additionally, information about testing requirements and testing dates is available in District school calendars, building level handbooks, and high school course selection/planning guides.

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

The District uses benchmark and summative assessments in the primary grades, and distributes that information individually to parents/guardians. General information about testing in the primary grades is provided through parent meetings and teacher newsletters.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The District schools struggle to meet the annual student achievement targets. To address this need, the District has focused primarily on Literacy. The District-Wide Literacy Initiative, encompassing grades K4-12, will continue throughout the Comprehensive Planning years. The District determines the specific target of Literacy Initiative by analyzing data, studying District successes and failures, researching best practices, writing and updating curriculum, and by teacher evaluations. This information is combined to determine the next step in the Initiative. The District also focuses on mathematics achievement K4-12. This focus will also continue throughout the Comprehensive Planning years. The District works to update curriculum, develop common assessments, utilize web-based resources, and provide professional development to faculty. Additionally, the District utilizes the local Intermediate Unit and also hires professional consultants to assist in the process to improve student achievement. The area of Biology continues to be an area of weakness and consultants have been retained to assist the Biology teachers.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula				
Student Codes of Conduct	X	X	X	X

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

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

The Middle School and High School both use positive behavioral supports, but do not utilize a recognized Positive Behavioral Support Program. The Elementary School is developing a Peer Helper Program at both the primary and the intermediate level. Safety and Violence Prevention instruction is incorporated into all classrooms District-Wide; however, a specific curriculum is not utilized currently. Plans are to implement this in the new school year. The Comprehensive School Safety and Violence Prevention Plan has recently been updated using PA recognized materials. All staff and visitors must wear identification badges when they are in the building. Visitors are only admitted through two sets of locked doors, a kiosk system, then a buzzer system for admission. At each building, only one point of entrance is available for visitors. The office staff has panic buttons in the event of an emergency. Panic buttons are also used in the pool area and the elementary playground. Every student has a school badge and an unique school number, but students are not required to wear identification badges. There are security cameras placed at strategic locations throughout the District. The District PA State Police Active Shooter Training and Drill in August 2018. These events are planned for the school staff.

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.)

In an effort to develop increased public awareness of gifted education services and programs offered, the District is in the process of creating a pamphlet containing information about the District's screening process. Information will also be disseminated on the recently redesigned District website, and at the annual Union City Elementary School Open House. The pamphlet will be available in the Pupil Services Office and in the Elementary School Guidance Office. Beginning in the 2019-2020 school year, the information will also be published in the student handbooks.

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

The Union City Area School District has established these procedures regarding identification of gifted children. The focus of the law, referred to as Chapter 16, is to ensure

that students are not identified as mentally gifted based on a single test score.

The district conducts ongoing screening activities to nominate potential candidates. Children may be referred by parents or teachers. Parents who feel strongly that their child may be gifted should contact the school guidance counselor to initiate gifted screening on behalf of their son or daughter. The gifted screening process will include the administration of the Kaufman Brief Intelligence Test-Second Edition (K-BIT2), a review of the student's records, past test scores, report card grades, and input from those familiar with the student's learning strengths and needs.

All students administered the Otis-Lennon School Ability Test (OLSAT) in Grade 2. The OLSAT is a group-administered ability assessment. Students with scores indicating they may be gifted then receive additional testing as part of the screening process. Teachers and staff can also submit a referral to the Student Assistance Program if they believe, through classwork or other measures, a child may be gifted. A parent may also request his/her child been tested for giftedness.

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

Eligibility Procedures include the following criteria:

1. Score at 130 or higher on the full scale of one of the appropriate intelligence tests, as administered individually by a certified school psychologist.
2. A student with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the student strongly indicate gifted ability. Criteria, other than IQ score, which indicate gifted ability include::
3. Achievement - a year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance;
4. Rate of Acquisition/Retention - an observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability;
5. Demonstrated Achievement - demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment;
6. Early Skill Development - early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise; or

7. Intervening Factors Masking Giftedness - documented, observed, validated or assessed evidence that intervening factors such as English as a Second Language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Students who qualify are not required to participate in the gifted education program. If a student's parent/guardian does not choose to approve of their son/daughter's participation, then their inclusion will not be required.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Gifted Programs

The Union City Area School District offers a variety of academically based programs to meet the individual needs of students who are identified as gifted. Gifted programming at the Union City Area Elementary and Middle School includes advancement, acceleration, cyber courses, enrichment activities within and outside of the regular education classroom and opportunities to participate in summer gifted experiences. Gifted programming at Union City High School includes enrichment, acceleration, the opportunity for students to enroll in advanced placement courses, attend video conferences, participate in career exploration in their area of interest, cyber courses, and the opportunity to earn college credits through participation in the Regional Choice Initiative (dual enrollment).

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	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	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	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
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

The District schools have bi-weekly Extended Student Assistance Programs, where stakeholders meet to discuss and develop plans for students who are experiencing lack of academic progress. Classroom teachers meet with the building administrators and the Pupil Services Director to discuss interventions for students who need additional help with their academics. Classroom teachers and guidance counselors meet to monitor academic progress. Grade level meetings are held where data are analyzed to identify specific interventions for struggling students. The classroom teachers work directly with Instructional Coaches and Interventionists to meet student needs. Specially designed instruction addresses differing student needs for both students experiencing difficulties and for students who need more academic challenges.

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

The District has a solid relationship with Early Connections, which is a Success by Six early childhood center. The District also has a solid relationship with both the local Head Start program and other local preschool programs. The *Parents as Teachers* program is provided by the Union City Family Support Center. Annual transition meetings are held for students transitioning into Kindergarten and into Middle School. The District offers multiple after school programs including academic programming, physical fitness and exploratory activities. District youth are able to participate in youth workforce development activities coordinated through the Youth Council of the Regional Workforce Investment Board. Tutoring is offered before and after school.

Preschool Agency Coordination

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
 2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
 3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.
1. Currently, the Union City Area School District employs 4 year old Kindergarten (K4) teachers. The teachers work in close collaboration with the Northwest Tri-County Intermediate Unit's Early Intervention Program. Through this collaboration, the teachers are knowledgeable about the process of referring children with disabilities for both physical and programmatic access to their education.
 2. The district operates two 4 year old Kindergarten (K4) classrooms. Each classroom has two sections; a morning session and an afternoon session. All four sections have approximately fifteen students and a full-time aide. The district also contracts with IU#5, which provides services to pre-school age children with disabilities who attend pre-school in a community setting.
 3. In February, of each school year, the Special Education Department in conjunction with IU#5 facilitates our annual transition meeting with families currently receiving early intervention services. In May, we then meet with each family to discuss their son/daughter's initial school-age evaluation. In August, we hold a 4 year old Kindergarten (K4) orientation night. All of the students and parents are able to meet their teacher and practice riding the school bus. In addition, we also offer parents and students a more individualized tour of the school, if requested.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
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Provide explanation for processes used to ensure Accomplishment.

The curriculum documents are in spreadsheet format and are dynamic. The District purchases a variety of high quality aligned instructional materials and resources that are research-based and proven effective in improving student achievement. Many of these resources are electronic. Additionally, the District contracts with the local Intermediate Unit and nationally recognized consultants for professional development. Students and teachers have easy access to these materials and resources through printed information and technology.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The curriculum is being aligned to the academic standards, and will be revised yearly to reflect any necessary changes. The curriculum documents are in spreadsheet format and are dynamic. The District purchases a variety of high quality aligned instructional materials and resources that are research-based and proven effective in improving student achievement. Many of these resources are electronic. Additionally, the District contracts with the local Intermediate Unit and nationally recognized consultants for professional development. Students and teachers have easy access to these materials and resources through printed information and technology.

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	Developing

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

Provide explanation for processes used to ensure Accomplishment.

The curriculum is being aligned to the academic standards, and will be revised yearly to reflect necessary changes. The curriculum documents are in spreadsheet format and are dynamic. The District purchases a variety of high quality aligned instructional materials and resources that are research-based and proven effective in improving student achievement. Many of these resources are electronic. Additionally, the District contracts with the local Intermediate Unit and nationally recognized consultants for professional development. Although these items are listed as accomplished, the revision process is ongoing. Materials and resources change as new, research-based instructional materials and resources become available. Accessibility of materials and resources to students and teachers is accomplished but will continue to be updated. For example, new computers will be added, electronic resources will be upgraded, and additional benchmarking may be added. The differentiation of instruction to meet a diverse student population is ongoing, with instruction designed around student interests when possible. Personalized learning was new to the District in 17-18 and is expected to change the method in which some instruction is offered.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The high school curriculum is being aligned to the academic standards, and will be revised yearly to reflect any necessary changes. The curriculum documents are in spreadsheet format and are dynamic. The District purchases a variety of high quality aligned instructional materials and resources that are research-based and proven effective in improving student achievement. Many of these resources are electronic. Additionally, the District contracts with the local Intermediate Unit and nationally recognized consultants for

professional development. Students and teachers have easy access to these materials and resources through printed information and technology. The addition of the STEM Academy at the high school level has been positive. This Academy, which operates as a school within a school model, will continue to developed over the next three years. The state approved Career Technical Education program in agriculture program contiues to develop and grow. These programs are designed to meet the needs of a diverse student population.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Full Implementation
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 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of

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

Further explanation for columns selected "

The areas listed as less than fifty percent and that have identified standards are in various stages of implementation at the primary level. Although the District does not have an American School Counselor Association for Students at any level in the District, the District does implement the ASCA National Standards for Students as part of the guidance counselors' responsibilities. The Materials and Resources section of the SAS site is utilized by the administrators, curriculum coordinator, instructional coaches, and classroom

teachers as a valuable tool to assist in planning, instruction, unit plans, assessment, and professional development.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 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 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in

	less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The areas that are listed as less than fifty percent implementation are areas that are included in regular classroom instruction, but are neither formally aligned in the curriculum maps nor in grade levels. The District does not have an American School Counselor Association for students at the intermediate level, but does utilize the ASCA National Standards for Students. The Materials and Resources section of the SAS site is utilized by the administrators, curriculum coordinator, instructional coaches, and classroom teachers as a valuable tool to assist in planning, instruction, unit plans, assessments, and professional development.

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 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 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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation

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

Further explanation for columns selected "

Civics and Government and Economics are taught in various middle school areas, but are not formally incorporated into each grade level as SAS specifies. World languages are taught to students who desire them as a blended model. Sections 12.5 and 12.6 of the World Language standards are specific areas that need to be incorporated into the curriculum. The District uses the ASCA National Standards for Students, but does not have a student association. The Materials and Resources area of the SAS site is utilized by the administrators, curriculum coordinator, instructional coaches, and classroom teachers as a valuable tool to assist in planning, instruction, unit plans, assessments and professional development.

High School Level

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

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

Further explanation for columns selected "

Geography is incorporated into various courses, but is not offered as a stand-alone course. The Social Studies department is developing a K-12 curriculum that addresses the Social Studies standards. The Materials and Resources section of the SAS website is recognized as a valuable resource to assist in all areas of student achievement. The District does not have an American School Counselor Association for Students but does utilize the ASCA National Standards for Students as a resource for the guidance counselors.

Early Warning System

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

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

Professional Education

Characteristics

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

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

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

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

The District's professional development has focused on meeting the diverse academic and social needs of our student population. In 17-18, a Community School Based Behavioral Health service was implemented in the elementary school to assist in meeting students' mental health needs. Teacher professional development is focused on increasing research based instructional strategies in the classroom. Currently, an emphasis is placed on safe schools. Teachers who aspire to leadership roles are counseled by the Superintendent and course work is supported through the teacher contract.

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

Professional development is planned to address the needs of the primary aged children who are identified as gifted. Gifted children are not typically identified until their second grade year.

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:
2/16/2018

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:
1/9/2017
2/6/2017

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:
1/9/2017
2/6/2017

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.
- 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

- Administrators participate fully in all professional development sessions targeted for their faculties.

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

The District plans to continue to thoroughly analyze student assessment results, survey results, professional development requests, and community requests to align professional development opportunities for staff. Additionally, the District has identified specific District-wide needs and has hired nationally recognized consultants to assist with the professional development to address these needs. These consultants utilize research-based strategies. Educator expectations are clearly outlined and are evaluated for implementation using a variety of resources such as walk-through observations, classroom observations, weekly lesson plan submission demonstrating that all lessons aligned to

standards, the Educator Effectiveness System, Student Learning Objectives, and teacher attributions. Evaluations of every professional development offered is required for Act 48 credit. These evaluations are analyzed to provide assistance in planning future professional development opportunities. Administrators participate fully in as many professional development sessions as possible.

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

The number of administrators in each building is very small and, occasionally, the administrators have emergencies that prevent them from full participation in professional development sessions.

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.

The District Induction Plan was revised and reviewed in 2018. The Inductee's assigned mentor teacher will ensure these characteristics are known and utilized by the Inductee.

The District will ensure this process through a series of sign-off procedures by the Inductee, Mentor, building administrator, and superintendent or designee.

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.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

Unchecked answers

- Review of written reports summarizing instructional activity.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

All inductees will continue to be frequently observed, with observations documented, by both the inductee's mentor and his/her supervisor. Following these observations, mentors or supervisors will meet with the inductee to reflect about the observation. At the end of the year, student state achievement data will continue to be reviewed, as will other standardized benchmark student assessment data. Inductee lesson plans will continue to be reviewed by the building administrator. At the end of the induction period, an inductee portfolio will be submitted outlining the dates and participants in each area.

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

Building administrators review the inductees' weekly written lesson plans, and throughout this plan cycle, the building administrators will review written reports summarizing instructional activity. Feedback from the inductees and second-year teachers was addressed in the revised Induction Plan, and information will continue to be gathered.

Mentor Characteristics

Checked answers

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

Unchecked answers

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

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

The District recognizes that the selection of the proper mentor for an inductee is instrumental in ensuring the inductee's success. The District further recognizes that the District success is dependent upon highly qualified, dynamic teachers. There is no plan to alter the selection of the mentor criteria.

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

Union City Area School District is a small district and cannot guarantee compatible schedules for quality mentors and the inductee to whom they are assigned. To alleviate this lack of common planning time, the District has specific professional development time either at the beginning or the ending of each school day. This is the time when the mentor and inductee can meet regularly.

Induction Program Timeline

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

If necessary, provide further explanation.

Many of the items checked are incorporated into the inductee's training throughout the school year. Each inductee is unique, with some having more strengths in particular areas than others. All inductees receive the code of Professional Practice and Conduct for Educators through the bargaining association, and are also made aware of the code by building administrators or the mentor. The mentor is responsible for providing access to the materials and resources the inductee needs for instruction.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Monitoring the Induction Program is a series of checks and balances between the inductee, mentor, building administrator, and central office administrator. Each component of the Induction program has the responsible party assigned, and that person must sign and date when the item has been accomplished. The Induction Plan is was reviewed and revised in the spring of 2018.

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.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

- LEA administrator receives, tallies, and archives all LEA mentor records.

Special Education*Special Education Students*

Total students identified: **190**

Identification Method

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

The Union City Area School District utilizes the "discrepancy model" for the identification of students with Specific Learning Disabilities:

1. Determine if the student achieves adequately for the child's age or meets State-approved grade-level standards in the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem-solving?
2. Determine whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a "severe discrepancy between intellectual ability and achievement" or relative to age or grade.
3. Rule out:
 - Vision, hearing, or motor problems
 - Intellectual disability
 - Emotional disturbance
 - Cultural and/or environmental issues
 - Limited English proficiency
4. Rule out lack of instruction by documenting:
 - Appropriate instruction by qualified personnel
 - Repeated assessments

Enrollment

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

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

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

The Union City Area School District's total enrollment does not have a significant disproportionality to the state. However, two specific disabilities do show a significant disproportionality being greater than 10% over the state average, Intellectual Disabilities and Emotional Disturbance. In the area of Intellectual Disability the state average is 6.6% and the Union City Area School District's average is 15.1%. The state average for Emotional Disturbance is 8.5% while Union City's is 14.0%.

Historically, the Union City Area School District's high number of students with Intellectual Disabilities and Emotional Disturbances and its percentage have been greater than the state average. Longitudinal demographics of the district are a significant factor in this percentage being greater than the state average. Union City is a rural and low income school, with 66.96% of our school district being classified as economically disadvantaged. Other significant risk factors for the Union City Area School District include:

- Single-parent household
- Lack of health insurance
- No maternal/prenatal health care
- Child/parent with a disability or chronic health condition
- Parent with a mental illness
- Parent has not completed high school
- Families had a parent incarcerated
- Parent with a substance abuse problem

The District will continue to review its practices and procedures for identifying students with Intellectual and Emotional Disturbance Disabilities. The District will continue to review and verify its special education data. In addition, the District will conduct LRE trainings for its teachers and staff.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

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

1. The Union City Area School District is the host district for the Andromeda House (Residential Treatment Facility/Intensive Treatment Unit) Program and is responsible for the education of the students enrolled/placed in this program. In accordance with the Basic Education Circular Section 13-1306, we have contracted with Perseus House to provide the educational services for these students. The classrooms, which are placed at Perseus House (Spartansburg Site) are staffed by Perseus House personnel. The Union City Area School District is responsible for seeking advice from the resident school district with respect to each individual student, and keeping the resident school district informed of its plans to educate each student.

2. First, the Union City Area School District would use existing Child Find procedures and develop a system to ensure FAPE is available and provided for any student identified and in need of special education services. The District meets monthly with the Perseus House supervisors to ensure that students needs are being met and they are receiving FAPE. The Individualized Education Team discusses each student at the IEP Review, Annual IEP meeting, or at anytime a member of the team requests a meeting, and how to best meet the needs of each student. The home district is contacted to participate in meetings and provide input as the IEP is developed. The discussion always begins with what supplementary aids and services can be provided to enable the student(s) to remain in the Least Restrictive Environment (LRE) before moving to a more restrictive setting. Any training that may need to be provided to personnel would be provided through partnerships with Perseus House, PaTTAN, IU#5, and/or other agencies available to meet the training needs of the appropriate personnel.

3. Currently, there are no barriers or problems that exist. The district is meeting its obligation under Section 1306.

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).

Currently there are no prisons or other facilities for incarcerated students located within the Union City Area School District. If such a facility were to move within the district, the district would use existing Child Find procedures and develop a system to ensure FAPE is available and provided for any student identified and in need of special education services and participate in the IEP process to ensure student needs are met in compliance with FAPE. The Union City Area School District is committed to providing FAPE to any eligible student residing within the district, including incarcerated youth. When the district is made

aware of an incarcerated student who is potentially in need of special education services or thought to be exceptional, the district follows the procedures developed for making a determination of eligibility/need as it would for any other student. Upon notification, the evaluation process would be initiated and based on evaluation outcomes an IEP would be developed, if warranted. Program recommendations, location, related services, and specially designed instruction would be addressed/developed based on evaluation findings to ensure the student's educational success.

Least Restrictive Environment

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

1. The District practices the policy that the Least Restrictive Environment for an individual is dependent upon the IEP Team's determination of what is/are appropriate for the student. The discussion as to the educational placement for the student always begins with considerations by the IEP Team for the option of service delivery in the regular education classroom with SAS (Supplementary Aides and Services). The IEP team as part of the IEP process answers the questions regarding SAS and extracurricular activities to further clarify the needs in the least restrictive environment. The Union City Area School District provides an array of Supplementary Aids and Services in an effort to assist our students in meeting with success in the general education classroom. Some of these Supplementary Aids and Services include:

Supplementary Aids and Services:

Service/Resource	Description
Collaborative-Adults working together to support students	*Collaborative Instructional Arrangements~cooperative learning groups; peer tutoring *Collaboration Among Professionals~collaboration with IU#5 assistive technology specialist and related service personnel; agency collaboration;

Instructional- Development & delivery of instruction that addresses diverse learning needs	<p>common planning time for building team level meetings and coplanning of lessons; *Parent Collaboration~consistent and frequent home to school/school to home communication and collaboration *Paraprofessional Support~small group and/or 1:1 assistance; classroom support; modifying of materials *Curricular Approaches~social skill instruction; social stories on development of interpersonal relationship skills; self-advocacy skills *Peer Supports~peer tutors; circle of friends; study buddies</p> <p>*Small Group Strategies~cooperative groups; peer tutors</p> <p>*Curriculum-Based Measurement~ongoing progress monitoring through the use of AimsWeb, pre and post tests, and CDT assessments to support data-driven instructional decision-making *Learning Strategies~graphic organizers; guided notes; study guides *Individualized Grading Practices~modified grading scale; grades based on reduced content *Modified Assignment~shortened assignments; alternative assignments; extended time for completion; explicit instructions; division of task into smaller steps; visual supports; use of timer for time management; alternate formats; lower reading level; highlighting; add visual and/or auditory cues; *Assessment Accommodations~use of scribe; verbal response; read test aloud; extending time provided; reduce number of test items; provide word banks; various testing formats; *Organizational and Study Supports~personal day planners; assignment notebooks; timers; daily homework sheets; auditory cues; *Computer-Assisted Instruction~Smart/Promethean Boards; *Writing Supports~word processor; scribe; computer access; spell checker; slant board; pencil grips; weighted pencils; modification of materials to reduce writing requirements</p>
Physical-Adaptations & modifications to the physical environment	<p>*Physical Access~arrangement of furniture; wide aisles, unobstructed aisles; handle grips; accessible restrooms; drinking fountains at usable heights; sensory seating options; adaptive equipment; *Visual Supports~preferential seating; use of reading services; adjustments to lighting; large print/Braille options; *Auditory Supports~visual signaling; preferential seating; amplification systems; classroom acoustics *Behavior/Attention Supports~reduce unnecessary stimuli; study carrels; quiet areas without distraction; periodic breaks; visual timers</p>
Social/Behavioral- Supports & services to	<p>*Social skills instruction *Counseling supports *Peer supports (e.g., facilitating friendships) *Individualized behavior</p>

increase appropriate behavior & reduce disruptive or interfering behavior

support plan *Functional Behavior Assessments (FBA)
 *Modification of rules and expectations *Cooperative learning strategies *School Wide Positive Behavior Supports (SWPBS)
 *Peer tutoring *Peer mediation *Lunch buddies *Social Stories
 *SAP/ESAP Team (training and support) *Classroom behavioral system *Child study-RtI Interventions *Bullying programs *Drug and Alcohol Support *School Resource Officer *Mental Health providers within the school district- Family based intervention teams (MST), mobile therapy, BSC, TSS, CSBBH Team *Probation Officers *Office of Children and Youth (OCY) *Licensed School Psychiatrist *Caught In the Act Program (CIA) *Healthy Youth activities *Truancy Officer

2. The removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. Union City Area School District supports students with disabilities to access the general education curriculum in the LRE. The following programs and training have been introduced in order to enhance and expand the continuum of supports/services and education placement options available within the district: Co-Teaching, Differentiated Instruction, Inclusion, SAP (Student Assistance Program), Student Data Teams, PSSA, PVAAS, DIBLS, New Teacher Induction, Technology Training, Transition Services, and Handle With Care. The previous programs and training have been accomplished through: District In-Service Training, Act 80 Days, Webinars/Teleconferences, Workshops, Site-Based Training, IU Training, PDE/PaTTAN, Graduate Courses and Continuing Education Credits (Act 48 credits).

3. According to the Special Education Data Report the Union City Area School District for the 2014-2015 school year, under Indicator 5, met the SPP Target for two out of the three categories. The district met the SPP target for students being educated within the regular classroom 80% of the time or more. The SPP target in this area was 62.6% and our district positively exceeded the SPP target at 63.9%. However, the district did not meet the SPP target for students being educated inside the regular classroom less than 40% of the time. The SPP target in this area was 8.7% and our district negatively exceeded the SPP target at 11.2%. These numbers are due in part to our life skills classroom and an autistic support classroom that the district offers to our intellectually disabled and autistic students that require a greater degree of support than a regular education classroom can offer. For professional development, the district will continue to meet with the staff, to include the Intermediate Unit, to increase the amount of time that the Life Skills Students and Autistic Students are included in the regular education curriculum. The teachers of these classrooms will be refreshed on the Supplementary Aids/Services Consideration Toolkit to work with the regular education teachers to include these students more in the regular education classroom environment.

The Union City Area School District continually strives to increase local capacity by adding supplementary aids and services and/or district-operated classrooms on an as needed basis. Each year the district's administrative team reviews current program needs and decisions are made based upon the outcome of that process. During the 2017-2018 school

year, the district expanded its continuum of supports/services to include a High School Life Skills Classroom. This will enhance our opportunities to increase our educational placement options available within the district to support students with disabilities to access the general education curriculum in the least restrictive environment.

Currently, the District has eleven students placed outside of the district. The district utilizes classrooms operated by neighboring school districts, classrooms operated by our local Intermediate Unit, and programming is also provided through private institutions. All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the placement continuum, beginning with programs and services at the student's home school building, flows through the following process:

- The placement decision is made at the IEP Meeting with parent participation.
- The student's full range of needs are discussed and determined.
- The full range of placement options are discussed and considered beginning with services provided in the regular education setting.
- Movement to a more restrictive setting outside of regular education would be determined appropriate only when services could not be beneficial/appropriately delivered in the regular education setting.
- Decisions for placement will be made solely upon the education needs of the individual student.
- Whenever a student is placed into a program outside of the regular educational setting, within or outside of the home school building or district, the IEP Team will consider opportunities for the student to participate in appropriate programs, activities (curricular and extra-curricular), and inclusionary settings as appropriate.

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.

1. In order to provide a safe and effective learning environment, the Union City Area School District must maintain student behavior so that students do not hurt themselves, other students, employees or others when they are exhibiting acute or aggressive behavior. However, positive rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.

Any eligible student who exhibits behavior problems which interfere with the student's ability to learn shall have a program of behavior support. This behavior support plan shall be included in the Individualized Education Plan and shall:

- Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.
- A Positive Behavior Support Plan shall be developed by the Individualized Education Plan team, it will be based on a Functional Behavioral Assessment, shall utilize positive behavior techniques and become part of the student's Individualized Education Plan.
- When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive as necessary.
- The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.
- If District staff refers a student with a disability to local law enforcement for behaviors occurring at school the District shall perform a Functional Behavioral Assessment and develop a Positive Behavior Support Plan for that student.

Aversive techniques of handling behavior are considered inappropriate and are not used by the Union City Area School District. As listed in the Union City Area School District Behavior Support Policy 5150.5, the following are aversive techniques considered inappropriate and shall not be used in educational programs:

- Corporal punishment
- Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit
- Deprivation of basic human rights, such as withholding meals, water or fresh air
- Treatment of a demeaning nature
- Punishment for a manifestation of the student's disability
- Noxious substances
- Suspensions constituting a pattern as defined in state regulations
- Electric shock
- Methods implemented by untrained personnel
- Methods which have not been outlined by our District's Policy and/or in an individual student's Individualized Education Plan. (Prone restraints)

Restraints to control acute or episodic aggressive or self-injurious behavior will be used only when there is clear danger to the student, or others around him/her. No prone restraints are permitted. Restraint will be used only when less restrictive measures and techniques have not been effective. If a restraint is used with a student, the Individualized Education Plan team will meet within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the Individualized Education Plan meeting.

2. The Union City Area School District is currently utilizing the Handle With Care Program to address training in the areas of teaching de-escalation techniques to our teachers/staff and responding to behavior that may require immediate intervention. The district maintains that this program is instrumental in helping schools create and maintain safer, more caring environments by teaching prevention actions that result in decreased need for physical restraints. The Handle With Care Seminar covers a comprehensive verbal skills workshop, physical skills training, personal defense and how to effectively apply the primary restraint technique. Currently, the district supports a train-the-trainer model with annual re-certification. The district has two instructors who are responsible for training the district's identified personnel.

3. The district has developed an innovative approach to discipline and behavioral issues. At both the elementary and middle/high school levels, the district has provided Refocus Rooms to assist with behaviors that may require immediate interventions. The Refocus Rooms offer the district with an increased number of placement options and provide our students with increased access to non-punitive and therapeutic interventions. In an effort to meet the increasing mental health needs of students and reduce barriers to learning, we have worked diligently to develop on-site, school-based therapeutic services. Currently, we partner with the Sarah A. Reed Children's Center, who provides the district with out-patient therapists for both the elementary and middle/high schools. The school district allows the out-patient counseling to take precedence and releases students from their classes to participate in therapy sessions. The district's administrative team and teachers have been extremely accommodating to this process. In addition to the out-patient therapists, the district has partnered with Family Services of NW PA for the past five school years. This agency is able to provide our students and families with Trauma-Focused Therapy. Currently, the Union City Elementary School was chosen as one of three Erie County schools to pilot a Community School-Based Behavioral Health (CSBBH) Program. The CSBBH program is a voluntary mental health service for children and youth (up to age 21) with a severe emotional and/or behavioral health problem that interferes with ability to function in the school, home or community. Treatment is focused on the needs and strengths of the family and the child, and promotes overall wellness and health. Services are provided in the school, home, and community settings and can occur during the school day, the evening, or the weekend. Parents will have an important role in helping their child to learn these new skills. The services available to the child may include individual, group and family therapy sessions, as well as behavior management planning, crisis intervention, and referrals for other services that may be helpful for the child and family. The Union City Area School

District feels strongly that the development of school-based mental health programming is a positive contribution to the overall well-being of our students.

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.

1. The Union City Area School District does not have a significant problem in providing FAPE for any of our students. The District strives to provide a continuum of programs to ensure Least Restrictive Environment (LRE). The least restrictive environment for a student with a disability depends upon the student's IEP team determination of what is educationally necessary and appropriate for that particular student. The District ensures that the appropriate educational placement for any student always begins with the considerations of the IEP team for placement in the regular education setting with supplementary aides and services.

Presently, all students with identified disabilities are placed in appropriate settings as determined by the individual's educational team as developed in the IEP and based upon the educational needs of the student. If an instance would arise in which the District be unable to provide or secure an appropriate setting for an identified student, the District would immediately contact the Intermediate Unit V for resources as well as possibly informing the interagency coordinator.

2. The District collaborates with other agencies to build service capacity both in and outside the District through teaming with a variety of agencies and service providers that may be involved with a particular student. The District is located in both Erie and Crawford Counties and utilizes a pool of providers and organizations that provide services for children who reside in these counties. In addition, the District works closely with Northwest Tri-County Intermediate Unit V in providing services and training, as well as consultation. The District would initiate, work to resolve, and locate the appropriate setting for any particularly hard to place students with disabilities through a collaborative effort with the appropriate providers as needed, and as determined by the student's IEP.

The District has worked cooperatively and successfully with a number of agencies and educational institutions including, but not limited to: Elizabeth Lee Black School (Barber National Institute), Sarah A. Reed Children's Center (Partial Hospitalization Program), Bethesda Children's Home (Partial Hospitalization Program), Northwest Tri-County Intermediate Unit V, OCY (Office of Children and Youth), CYS (Children and Youth Services), Juvenile Probation, Achievement Center, Corry Counseling and Family Support Services. The

District has welcomed support staff from Mental Health Programs such as an Out-Patient Clinic, Wrap-Around TSS, Mobile Therapy, and a Community School-Based Behavioral Health Team into our school setting.

3. The Union City Area School District was chosen as one of three schools in Erie County to pilot a Community School-Based Behavioral Health Team at our elementary school. We have requested to expand this program into our middle/high school during the 2018-2019 school year.

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 Union City Area School District serves students with disabilities in grades K-12. Union City offers a wide range of services in order to appropriately meet the needs of all students. The District ensures a free and appropriate public education in the least restrictive environment for students through the IEP process. Each individual student's needs are addressed on a case by case basis.

Parents of special needs children have consistently expressed their satisfaction with the academic programs and services provided by the District, and the progress their child has made throughout their educational experiences during the IEP conferences. Historically, there has been parent participation in IEPs and other important team meetings. There are well established, positive relationships, between the teachers and parents within the District as well as those interagency relationships that have developed between parents and other educational providers, agencies and neighboring school districts.

The District provides quality programs and services to all of its students. The District is very proud of the inclusion programs operated in each of its buildings and fully promotes inclusionary practices and effective teaching strategies in order to accommodate students with disabilities. As a result, the District is able to educate as many special education students in our district as possible. Each student's strengths and weaknesses are evaluated on an individual basis by the IEP Team, and decisions are always based upon the needs of the child. Some children, however, cannot be appropriately served in their regular school and class because of their unique needs and are served in other settings as determined by the IEP Team.

Specific current strengths and highlights of the Special Education Program provided by the Union City Area School District include:

- The administration team is well aware and very supportive of the Special Education Programs and services provided within their individual buildings. Collaborative teaming between staff, administrators, agency providers, and parents occur at all levels.
- At both the Elementary School and the Middle/High School, the District has begun the planning, development, training and implementation of the Response to Intervention/Instruction (RtII) Model for instruction, support on-going data collection and analysis and progress monitoring of student performance. In the future, as this expertise is

fully developed through staff training, RtII will also be incorporated and utilized by the Multi-disciplinary Team Evaluation (MDE) as an important component in the determination of eligibility and need for special education.

-In collaboration with IU#5, the District hosts a one day per week 3 year old program, at the Union City Elementary School.

-The District operates a K4 program that includes students with special needs. The Northwest Tri-County Intermediate Unit's Early Intervention Program provides for the provision of services and support inclusion of all students at all levels.

-The District provides an all day Kindergarten program.

-100% of the Union City Area School District's teachers are highly qualified. Staff development has been key in our inclusive practices. Additional training has been provided for the faculty and staff in the areas of autism spectrum disorders and the best practices associated with the inclusion of these students with the general curriculum. Staff also have been provided training in differentiated instructional strategies and collaborative planning. Special education students throughout the district are benefiting from classroom teachers comfort in implementing these strategies.

- All paraprofessionals working with special education students within our district have either completed the Credential of Competency for Special Education Paraeducators, successfully passed the Paraprofessional Assessment, or completed 60 credit hours from an accredited college or university, satisfying the requirements under Chapter 14.105 (a). Paraeducators are required to maintain their "Highly Qualified" status by completing 20 hours of instruction through training facilitated by the District or through the Master Teacher's PD NOW on-line program.

-The District's current graduation and drop-out rates for special needs students are within the state range.

-The District is, and has been, in the process of incorporating the Co-Teaching Model in which Special Education Support and Regular Education Teachers work together in providing instruction in the content areas in the regular educational setting. Thus, allowing us to integrate students with disabilities into the regular educational setting to the fullest extent appropriate. The District has partnered with the Intermediate Unit and PaTTAN to provide ongoing staff development and best practice in the areas of inclusion and co-teaching.

-The District has developed a Sustained Healthy Youth, Healthy Communities Council to focus on and nurture the 40 Developmental Assets of the students in our school and geographical area. In conjunction with the nationally based Search Institute, we are conducting a longitudinal study of the strengths and resiliency of our students, including those with disabilities, and how enhancing the emphasis on those positive qualities can improve the lives of our youth.

-The District is committed to supporting students in proactive ways, as exemplified by the implementation of our Refocus Program. The Refocus program employs a therapeutic approach to social skills development facilitated by a contracted teacher and full time district aide to assist students in learning replacement behaviors. This alternative to suspension affords students the opportunity to remain engaged in the curriculum while

gaining experience in socially appropriate problem solving and learning new coping mechanisms.

-Union City joined a consortium with eight neighboring school districts to create the Erie County Transition Center located at the Erie County Technical School for our students. This program provides students with hands-on experience in a variety of careers and job readiness skills to assist our students with a successful transition into the work force beyond their high school years.

-Ongoing training for the parents of our students are offered throughout the school year through both our elementary and middle/high schools as well as through the Special Education Office. In addition, we offer our parents the opportunity to sign up for the Parent Support Center emailing list through IU#5, where parents can receive helpful information specific to their child's exceptionality.

-The District's Student Support Team provides for an easy transition from pre-school early intervention services to school-age services and support, as well as for school age students transitioning to new buildings.

-Our District created an Enhanced Student Assistance Program (ESAP). The team services our elementary and middle/high school programs. The members review and discuss at-risk students on a bi-monthly basis.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Andromeda House	Nonresident	Perseus House	16

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Fort LeBoeuf School District	Neighboring School Districts	Life Skills (High School)	1
Sarah Reed Partial Hospitalization	Other	Emotional Support	1
Barber National Institute (Elizabeth Lee Black School)	Approved Private Schools	Multiple Disabilities Support	2
Wattsburg Area School District	Neighboring School Districts	Autism Support	2
Edinboro Commons	Other	Autism Support	1
PENNCREST School District	Neighboring School Districts	Deaf and Hard of Hearing Support	3
Beacon Light	Other	Emotional Support	1
Bethesda Partial Hospitalization	Other	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	3	0.43
Justification: There is an age difference of more than three years in the classroom. This age difference does not affect the quality of their education or the implementation of their IEP. For all students in the class beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School	An Elementary	A building in which General Education programs are		

(JR)	School Building	operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 10	4	0.57
Justification: There is an age difference of more than three years in the classroom. This age difference does not affect the quality of their education or the implementation of their IEP. For all students in the class beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School (JR)	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	Speech and Language Support	5 to 11	26	1
Justification: The caseload is made up of K-5th grade itinerant speech/language students. All students are included in the general education classroom with same age peers and receive assistance in that setting.				
Locations:				
Union City Elementary School (DB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	6	0.43
Locations:				
Union City High School (DB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 19	8	0.57
Justification: The caseload is made up of high school students. All the students are included in the general education classroom with same age peers and receive assistance in that setting. For any student in the classroom beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City High School (DB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	2	0.2
Justification: This classroom is an elementary resource classroom. The instruction taking place in the				

classroom is appropriate for each student. For all students in the class beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School (CB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	0.8
Justification: This classroom is an elementary resource classroom. The instruction taking place in the classroom is appropriate for each student. For all students in the class beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School (CB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	10	1
Locations:				
Union City Elementary School (EL)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	14	1
Locations:				
Union City Elementary School (JP)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	10	0.71
Locations:				
Union City School District (CB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.29
Locations:				
Union City Elementary School (CB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 12	12	1
Justification: This is an elementary life skills support classroom. The instruction taking place in the classroom is appropriate for each student. For all students in the class beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Elementary School (DM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	9	0.75
Justification: The caseload is made up of both middle/high school students. All the students are included in the general education classroom with same age peers and receive assistance in that setting. For any student in the classroom beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Middle/High School (JM)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.25
Locations:				
Union City Middle/High School (JM)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	8	0.5
Locations:				
Union City Middle/High School (JM)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	8	0.5
Locations:				
Union City Middle/High School (JM)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	7	0.58
Locations:				
Union City High School (TP)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	5	0.42
Locations:				
Union City High School (TP)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	9	0.75
Justification: The caseload is made up of both middle/high school students. All the students are included in the general education classroom with same age peers and receive assistance in that setting. For any students in the classroom beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Union City Middle/High School (KS)	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 18	3	0.25
Justification: The caseload is made up of both middle/high school students. All the students are included in the general education classroom with same age peers and receive assistance in that setting. For any students in the classroom beyond the age range, an age-waiver is signed by the parent and noted in the IEP.				
Locations:				

Union City Middle/High School (KS)	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		
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Program Position #13*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	5	0.5
Locations:				
Union City Middle School (SS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	5	0.5
Locations:				
Union City Middle School (SS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	0.71
Locations:				
Union City Middle School (DT)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.29
Locations:				
Union City Middle School (DT)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 14	2	0.2
Locations:				
Union City Middle/High School (New Teacher)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	8	0.8
Locations:				
Union City Middle/High School (New Teacher)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	2	0.25
Locations:				
Union City Middle/High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 15	6	0.75
Locations:				
Union City Middle/High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
School Psychologist	District	1
Paraeducator	Elementary School	8
Paraeducator	Middle/High School	7

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Assistive Technology Support	Intermediate Unit	1 Hours
Occupational Therapy Support	Intermediate Unit	5 Hours

Physical Therapy Support	Intermediate Unit	6 Hours
Refocus Room Instructor	Outside Contractor	5 Days
Erie County Technical School Teacher	Area Vocational Technical Schools	15 Hours
Community School-Based Behavioral Health Team	Outside Contractor	5 Days
Mental Health Counselor (Trauma-Based)	Outside Contractor	2 Days
Mental Health Counselor (SAP)	Outside Contractor	3 Days
Deaf and Hard of Hearing Interpreters	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

All schools have high attendance rates, the graduation rate is high and a Board hiring policy is in place to recruit and hire highly qualified teachers. Each school has many supports in place to ensure a safe learning environment. Student achievement has increased, but improvement is needed in all areas. Teachers need to increase the number of instructional strategies with effect sizes of 0.4 or above they employ when teaching, there is a need to utilize formative assessments consistently to inform instruction, the curriculum that is not currently aligned to the standards needs to be revised. The Induction Plan needs reviewed and revised as needed.

District Accomplishments

Accomplishment #1:

The District has excellent attendance and graduation rates.

Accomplishment #2:

The District has an aggressive truancy program which has resulted in dramatic decreases in chronic truancy throughout the District.

Accomplishment #3:

The District has many supports in place designed to assist students in overcoming obstacles that may interfere with academic achievement. These supports include a social worker, student assistance counselor, Upward Bound program and counselors, Talent Search program, truancy officer, drug and alcohol counselor, trauma counselor, ELECT program for pregnant and parenting teens, clothes closet for free clothing, backpack program to give food to children in need, a Positive Youth Development program and coordinator who works in conjunction with Penn State Berend to implement the 40 developmental assets identified by the Search Institute, as well as many extra-curricular activities. Additionally, a Community School Based Behavioral Health program was added to the Union City Elementary in school year 2017-2018, has been very successful, and is expected to continue. The local Family Support Center offers the "Parents as Teachers Program", provides summer education for students through their Camp SMILE program.

The program is located at the Union City Elementary School. At the high school level, pre-ACT, school day SAT, ASVAP, PSAT, and PLAN testing are all offered.

Accomplishment #4:

The District offers a dual enrollment program and that program has high participation rates. The District is also a host site for the Northern PA Regional College. Students and community members are able to participate in these evening classes. Students who successfully complete these courses earn college credit and Union City High School credit.

Accomplishment #5:

The District is fully vested in Personalized Learning/Blended Learning education. The District operates the U.C. cyber Services program, where students may enroll full or part time in cyber classes.

Accomplishment #6:

The District collaborates with the Erie County Technical School to provide vocational education for students. Student participants are bused to the Technical School by the District and receive one-half of their education there. In addition to these programs, the District offers a PDE approved Career Technical Education program in General Agriculture.

District Concerns

Concern #1:

The District needs to have all of the curricula aligned and to develop a system to ensure the consistent implementation of the standards aligned curriculum framework across all disciplines. The implementation of the standards aligned curriculum framework across all disciplines will improve language and literacy acquisition for all students.

Concern #2:

The District needs to offer additional professional development opportunities in order for teachers to gain the skills needed to implement effective instructional strategies consistently. These skills will enhance teachers' abilities to teach diverse learners in an inclusive setting.

Concern #3:

The District needs to provide professional development for teachers in data analysis. This will enable the teachers to utilize data to inform their instruction.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

The District needs to offer additional professional development opportunities in order for teachers to gain the skills needed to implement effective instructional strategies consistently. These skills will enhance teachers' abilities to teach diverse learners in an inclusive setting.

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

Aligned Concerns:

The District needs to have all of the curricula aligned and to develop a system to ensure the consistent implementation of the standards aligned curriculum framework across all disciplines. The implementation of the standards aligned curriculum framework across all disciplines will improve language and literacy acquisition for all students.

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

Aligned Concerns:

The District needs to have all of the curricula aligned and to develop a system to ensure the consistent implementation of the standards aligned curriculum framework across all disciplines. The implementation of the standards aligned curriculum framework across all disciplines will improve language and literacy acquisition for all students.

The District needs to offer additional professional development opportunities in order for teachers to gain the skills needed to implement effective instructional strategies consistently. These skills will enhance teachers' abilities to teach diverse learners in an inclusive setting.

The District needs to provide professional development for teachers in data analysis. This will enable the teachers to utilize data to inform their instruction.

Systemic Challenge #4 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

The District needs to have all of the curricula aligned and to develop a system to ensure the consistent implementation of the standards aligned curriculum framework across all disciplines. The implementation of the standards aligned curriculum framework across all disciplines will improve language and literacy acquisition for all students.

The District needs to provide professional development for teachers in data analysis. This will enable the teachers to utilize data to inform their instruction.

Systemic Challenge #5 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #6 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

The District needs to have all of the curricula aligned and to develop a system to ensure the consistent implementation of the standards aligned curriculum framework across all disciplines. The implementation of the standards aligned curriculum framework across all disciplines will improve language and literacy acquisition for all students.

Systemic Challenge #7 (*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 #8 (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

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

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Professional Development, Educator Effectiveness evaluations, walk-through and formal observations

Specific Targets: Student achievement will increase

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Effective Instructional Strategies Consistently Implemented

Description:

Educators will consistently implement instructional strategies with an effect size of at least 0.4 (an average of one year's growth). This will be accomplished through the use of multiple research-based strategies including works by recognized experts such as Hattie, Marzano, Bloom, Daggett, and Gardner. Hattie's *Visible Learning* is a meta-analysis of effect size of various instructional strategies. Hattie found that instructional strategies with effect size of at least 0.4 resulted in student growth of at least one year. Consistent student use of these instructional strategies will improve student achievement. Marzano's *A Handbook for Classroom Instruction that Works* identifies nine research based strategies which strongly affect student achievement: Identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and the use of cues, questions, and advanced organizers. Additional strategies/best practices to be used will include Bloom's questioning techniques to address all areas of the knowledge taxonomy. Daggett's work with rigor, relevance, and relationships is currently utilized in the District and will continue to be used. Specifically, that work includes the union of Bloom's knowledge taxonomy and Daggett's application to achieve learning in each of four quadrants: Quadrant A which is acquisition and includes simple recall and basic understanding, Quadrant C that is assimilation and embraces higher levels of knowledge often specific to the content, Quadrant B which is application and includes applying knowledge across disciplines and application of knowledge to real-world predictable situations, and Quadrant D which is adaptation and includes application to real-world unpredictable situations. Gardner's *Five Minds for the Future* identifies the types what he believes education should adopt to survive and thrive in the future. The five

"minds" are the disciplined mind, the synthesizing mind, the creating mind, the respectful mind, and the ethical mind.

SAS Alignment: Assessment, Instruction, Materials & Resources

Implementation Steps:

Effective Instructional Strategies

Description:

The District is beginning the third phase of implementation of a multi-year professional development plan designed to increase conceptual understanding for all students. Professional development will be specifically targeted and will include participation by all faculty and administration in the District. Instructional strategies learned in the professional development will be implemented by faculty. These professional development activities will assist instructors in teaching diverse learners in an inclusive setting more effectively. Teachers will learn additional instructional strategies that have an effect size of 0.4 or greater. The evidence that the instructional methods have been implemented include administrator walk through and formal observations, differentiated supervision projects, lesson plans and increased student achievement.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Increased Quality Instructional Time

Professional Development Formative Assessments

Description:

An identified building level area need is the use of formative assessments to inform instruction. Professional development will be provided for all staff and administration in every school and will include types of formative assessment, methods to embed formative assessments into daily instruction, and instruction to most effectively utilize the formative assessments to inform instruction. Effective use of formative assessments will improve language and literacy acquisition for all students and will guide teachers to more effectively instruct diverse learners in an inclusive

setting. Evidence will include lesson plans, walk through and formal observations, student samples, and increased student achievement. The professional development will occur through consultants, professional learning communities, differentiated supervision projects, and administrator led in-services.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Effective Instructional Strategies Consistently Implemented

Common Assessment within Grade/Subject

Description:

The District will provide professional development time and professional assistance as needed to build common assessments for teachers who instruct the same grade and/or subject. The purpose of the common assessments is to ensure that every student in a particular section of a course/class have exposure to the same standards aligned content. The evidence is both the common assessments themselves and the analysis of the results.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

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

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Interim

Data Source: Curricula

Specific Targets: Increased student achievement

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Curriculum Mapping

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

SAS Alignment: Curriculum Framework

Implementation Steps:

Standards Aligned Curricula Framework

Description:

The District's English Language Arts, Mathematics, and Career and Work Standards curricula are aligned with the PA Standards and will continue to be refined as detailed by the State. The other areas, such as Science, Technology and Engineering; Civics and Government; and Family Consumer Science are taught but are not formally incorporated by specific standard in all content areas. The evidence that this is accomplished will be the aligned curricula.

Start Date: 7/1/2015 **End Date:** 6/29/2018

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Goal #3: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: District System for Professional Development Records

Specific Targets: The District system for recording professional development that is eligible for Act 48 hours will be altered to become mostly paperless.

Agendas and sign in sheets for all professional development activities will be kept. Any professional development that occurs outside of the District will be subject to approval by the Superintendent. The specific target that will indicate the plan is having a positive impact on goal attainment will be performance based as indicated by District records.

Type: Annual

Data Source: Professional Development Records

Specific Targets: Focused professional development will be provided by the District. The professional development will be focused on needs of the District and will include agendas and attendance records. Professional development may be provided by the District, the local IU, other IUs, consultants, or conference attendance. The target will be identified as having a positive impact on goal attainment through student assessment results.

Type: Annual

Data Source: Data Records

Specific Targets: Professional development will be comprehensive and based upon student data. Areas identified as needing improvement will guide the development of comprehensive professional development. The target that will indicate the plan is having a positive impact on goal attainment is student assessment results.

Type: Interim

Data Source: Teacher Observation

Specific Targets: Professional development activities are expected to be transferred into the classroom by the teachers. The target that will indicate the plan is having its desired impact is administrator evaluations in the form of walk-through observations, formal observations, and student performance data.

Strategies:

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: Assessment, Instruction

Implementation Steps:

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Increased Quality Instructional Time**

Start	End	Title	Description				
7/1/2019	6/30/2022	Effective Instructional Strategies	The District is beginning the third phase of implementation of a multi-year professional development plan designed to increase conceptual understanding for all students. Professional development will be specifically targeted and will include participation by all faculty and administration in the District. Instructional strategies learned in the professional development will be implemented by faculty. These professional development activities will assist instructors in teaching diverse learners in an inclusive setting more effectively. Teachers will learn additional instructional strategies that have an effect size of 0.4 or greater. The evidence that the instructional methods have been implemented include administrator walk through and formal observations, differentiated supervision projects, lesson plans and increased student achievement.				
	Person Responsible Director of Curriculum and Special Programs, Building Administrator	SH 3.0	S 24	EP 6	Provider Director of Curriculum and Special Programs, IU5, Consultants	Type School entity, IU, for profit company	App. No

Knowledge

The use of effective Instructional Strategies most appropriate for specific grade levels will be implemented which will result in improved learning for all students. These strategies will help teachers to more effectively

teach diverse learners in an inclusive setting.

John Hattie's research and synthesis of over 800 meta-analysis relating to the influences on achievement of school aged children demonstrates the impact of the teacher utilization of various instructional strategies. Strategies teachers employ with an effect sizes of greater than 0.4 positively impacts student achievement. Professional development on Hattie's work, combined with specific instruction about or modeling of certain strategies will result in improved student learning. Another component of the instructional strategies professional development is designed to improve language and literacy acquisition for all students, and is based upon the nationally recognized work of Cullin, Daggett, Lambert, Torgenson, and Connor. Professional development will include effective utilization of assessments such as paraphrasing, 6 + 1 Writing Traits, DIBELS, note-taking, RAFTS, writing pyramid, Scholastic Reading Inventory and others. Utilization of common writing rubrics and strategic small group instruction are other research-based models that will be taught. Diverse learner needs will be met, to the maximum extent possible, in an inclusive setting.

Supportive Research

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.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format

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

Offsite Conferences

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

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective **Strategy #1: Effective Instructional Strategies Consistently Implemented**

**instructional practices across all classrooms
in each school.**

Start	End	Title	Description					
7/1/2019	6/30/2022	Professional Development Formative Assessments	An identified building level area need is the use of formative assessments to inform instruction. Professional development will be provided for all staff and administration in every school and will include types of formative assessment, methods to embed formative assessments into daily instruction, and instruction to most effectively utilize the formative assessments to inform instruction. Effective use of formative assessments will improve language and literacy acquisition for all students and will guide teachers to more effectively instruct diverse learners in an inclusive setting. Evidence will include lesson plans, walk through and formal observations, student samples, and increased student achievement. The professional development will occur through consultants, professional learning communities, differentiated supervision projects, and administrator led in-services.					
		Person Responsible Building Administrators	SH 2.0	S 18	EP 45	Provider District Administration, EdWeb, IU5, For Profit Company	Type School entity, IU, for profit company	App. No

Knowledge

Educators will gain knowledge about various formative assessments and the effective use of formative assessments to inform/drive instruction.

**Supportive
Research**

All professional development will be conducted using research-based formative assessment strategies such as paraphrasing, note-taking, quick writes, summarization, 6 + 1 Writing Traits, and RAFTS.

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.

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

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

Training Format

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

Participant Roles

Dir

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

Grade Levels

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

Follow-up Activities

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

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

with administrator and/or peers
 Creating lessons to meet varied student learning styles
 Peer-to-peer lesson discussion
 Lesson modeling with mentoring
 Joint planning period activities

Classroom student assessment data

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Common Assessment within Grade/Subject**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Common Assessment within Grade/Subject	The District will provide professional development time and professional assistance as needed to build common assessments for teachers who instruct the same grade and/or subject. The purpose of the common assessments is to ensure that every student in a particular section of a course/class have exposure to the same standards aligned content. The evidence is both the common assessments themselves and the analysis of the results.	Building Administrators	3.0	72	5	School Entity	School entity, IU, for profit company	Yes

Knowledge

Educators will work as subject/grade level teams to develop common assessments for students.

Supportive Research Common assessments is identified by What Works Clearinghouse as having a positive impact upon student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Professional Learning Communities

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	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: Curriculum Mapping**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2015	6/29/2018	Standards Aligned Curricula Framework	The District's English Language Arts, Mathematics, and Career and Work Standards curricula are aligned with the PA Standards and will continue to be refined as detailed by the State. The other areas, such as Science, Technology and Engineering; Civics and Government; and Family Consumer Science are taught but are not formally incorporated by specific standard in all content areas. The evidence that this is accomplished will be the aligned curricula.	Director of Curriculum	3.0	81	4	School Entity	School Entity	Yes

Knowledge

Curricula will be mapped and all faculty will utilize the curricula.

Supportive Research

According to the PDE recognized strategy, there is no empirical evidence that there is a direct correlation between curricula alignment and student achievement. It does, however, serve as a method to ensure all educators are informed of the required state standards.

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.

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

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

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

Training Format	Department Focused Presentation Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff	Grade Levels
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Department meetings	Evaluation Methods	Curriculum maps
			Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by George Trauner on 4/27/2018

Board President

Affirmed by Sandra Myers on 4/30/2018

Superintendent/Chief Executive Officer