Allentown City SD

District Level Plan

07/01/2019 - 06/30/2022

Introduction

Our new District Comprehensive Plan is due on March 30, 2020. However, to stay in compliance with regulations, ASD needed to revise 4 sections of the 2015 Plan. These sections were the Professional Education Plan, Safe and Supportive Schools Core Foundation, Safe and Supportive Schools Assurances and Special Education Assurances. Special Education Assurances were not revised as they are a part of the Special Education Plan which is valid through June 2021. The Allentown School District provided multiple opportunities for stakeholder voice when working on the revision of the Professional Education Plan which is normally part of the District Comprehensive Plan

The Academic Team met with Focus Groups at each building to gather feedback on instruction. Approximately 250 staff participated in the Focus Groups. Professional development was discussed at these meetings. Additionally, a survey was distributed to all staff and responses were collected from October 14, 2019 through October 25, 2019. Over 500 staff members completed the survey. The survey addressed both instruction and professional learning.

These feedback opportunities were complimented by series of six Family and Community Meetings. These meetings were scheduled off campus across the city to discuss instruction and professional learning. Three of the meetings occurred prior to the completion and posting of the Professional Education Plan. A total of 29 family and community members participated in these meetings. A comprehensive list of family and community participants is included in this document.

ASDAllentown
S C H O O L   D I S T R I C T

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Melissa Smith
Director of Grants
smithm@allentownsd.org

Family and Community Members who attended an Instructional Framework and Professional Learning Session:

Name	Role
Dr. Hasshan Batts	Community Representative Promise Neighborhoods
Janine Vicalii	Community Representative Allentown Parent Network
Dr. Cynthia Mota	Community Representative Promise Neighborhoods
Shavon Smith	Parent
Sharon Billington	Parent
Karim Brown	School Parent Liaison Facilitator
Ryan Correll	Parent
Mary Christmen	Parent
Maria Alonso – Tomlinson	Parent
Joe & Michele Wo	Parent
Maria Surita	Parent Liaison
Darlyn De Los Santos	Parent
Thule Andy Vuong	Parent
Marilyn Menoz Maidnado	Parent
Terry Diaz Ramire	Parent
Rosario Genao	Parent

Phyllis Alexander	Community Representative
Preston Lee	Parent
Ada Feliz	Parent
Juan Dipini	Community Representative Allentown Parent Network
Daysel Ramirez	Community Representative Allentown Parent Network
Destiny Steele	Parent
Renee Wiggins- Rollerson	Parent
Skyy Ramos	Parent
Carlos Hernandez	Parent
Kellie Collimore	Parent
Rosa Picardo	Parent
Kelvin Martinez	Parent
Lorinda Wiggins	Parent
Maria Pena	Parent
Yazmin Velez	Parent Parent Liaison
Eliana Jimenez	Parent Liaison
Jaimie Newhard	Parent Liaison

Core Foundations

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.

School-level CST, Child Study Teams, meet, at a minimum, on a quarterly basis to determine solutions to academic, behavioral and attendance related issues. The district is in the process of implementing a comprehensive system of Safety Nets from K-12 that include research-based academic, behavioral and attendance interventions focused on increased quality learning time. We currently use an early warning system through Assessment Tracker. However, the district is piloting an early warning system for a cohort of schools using BrightBytes to assist in the identification process for schools and students in need of tiered interventions.
A number of central office and building-level staff were trained in the utilization of the data management system to assist in the identification and selection of students for appropriate interventions. Stakeholders will also be trained in the use of the data management system to determine the effectiveness of interventions as determined by individual intervention student achievement data.
Phase 1 of Restorative Practices Training is being implemented. The second phase will include Trauma and Adversity Training and school based coaching.

The District will improve its safe school culture as measured by staff and student surveys and by comparing the PDE Safe Schools Report.
Explicit introduction and review of the Parent & Student District Handbook to every student. Research-based instructional practices will be implemented across all classrooms and comprise the majority of observed practices in each classroom in every school. In addition, ASD is working on creating a well-defined instructional framework including the input of all stakeholders.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students			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 Safe and Supportive Schools component systematically addresses the coordination of anti-violence efforts between schools and community organizations, and the development of programs to promote safety in all aspects for students, staff, and families. In addition, it provides students with research-based supports that ensure meaningful access to the general education curriculum.

The Allentown School District takes student safety very seriously and has many measures in place to ensure the safety of all students and staff at our school sites. Some of the measures currently in place are;

- Controlled access at the main entrance of all school facilities

- Approximately 1900 cameras offering constant and extensive surveillance at all of our district sites

- Regular drilling of emergency situations

- Monthly- both fire drills and lockdown drills

- Two times per school term- bus evacuation drills

- Once per school term- School Safety Drill

- Security staff at all school sites

  o Elementary

    ▪ Minimum of 1 guard at each elementary

  o Middle

    ▪ 4 security guards at each school

    ▪ 1 uniformed police officer at each school

- o High

    - 24 Security guards at our 3 high schools and Alternative education building

    - 2 uniformed police officers at both LED and WAHS

In addition, all staff in the ASD have been trained using the ALICE Training Institute protocols. This training improves our ability to respond to aggressive intruders in our schools and provides a proactive response to mitigate the impact of an intruder and avoid tragedy in our schools. The Allentown School District has also launched the Safe 2 Say Something Program in grades 6-12. Safe 2 Say Something is a statewide anonymous reporting system that enables students, teachers, school administrators and others to detect and report potential threats of violence and other problems before they happen.

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.)

The ASD's website contains information about gifted education services and programs being offered. We have a brochure that is available in each school's office for the public to obtain. Parent academies are held which include information about gifted education.

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

Students are screened in second grade with the Otis Lennon School Ability Test (OLSAT). This screening assessment provides one point of information for team review. This particular assessment offers a non-verbal component that assists in screening the intervening issues of culture, language or disability differences. The Naglieri (NNAT) and the K-BIT2 are additional instruments used to gather screening data throughout the district, K-12. A parent, teacher or team member of the school may request a student to be evaluated to determine giftedness. The District's Gifted Matrix reviews the potentially eligible student across many areas: aptitude/cognitive (e.g., individual IQ testing), gifted characteristics, (e.g., Gifted Rating Scales, Scales for Identifying Gifted, early skill development, rate of acquisition/rate of retention), and performance (e.g., demonstrated achievement in group achievement or student product/portfolios or research), achievement (e.g., excellence in nationally-normed assessments, group achievement assessments, individually administered achievement assessments to determine out-of-level academic instruction level). Each area is assessed and assigned a point value range. Intervening factors may off-set the point value when a student's factors may contribute to a lower value. The formal assessment process is initiated with the parent's signature on the permission to evaluate (PTE). The eligibility status is articulated within the gifted written report (GWR).

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

The District's process for identifying qualifying students for gifted eligibility intentionally approaches this process by utilizing a multi-criterion matrix which recognizes intervening factors may mask the true ability of a student. Intervening factors are defined as documented, observed, validated or assessed evidence such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are impeding the team's ability to identify through standard assessment methods. A student with a 130 IQ or lower may be admitted to the gifted program when other educational criteria in the student's profile strongly indicate gifted ability. The margin of error in standardized testing is also considered in this process. IQ may not be the sole criteria for identifying a student as gifted.

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

In the Allentown SD, each identified gifted child's plan is developed individually and based on that child's present levels of educational performance, including ability, achievement, instructional levels, strengths and interests. There is no "set" program or continuum because each child's plan is developed according to their PLEP and revised annually by the GIEP team. Programming may include but is not limited to: receiving instruction in above grade level content, enrichment units of study, interest-based projects, curriculum compacting, testing-out of content material, grade skipping, differentiated materials and instructional techniques, advanced integration of technology, and virtual learning.The gifted individual education plan (GIEP) is developed annually with the parent, teacher, principal, counselor, gifted programming specialist and student. The parent indicates their agreement to the plan through the notice of recommended assignment (NORA). The District offers gifted education programs, K-12, at every school. Students are clustered within their schools and placed within a gifted cluster classroom, in which the teachers differentiate, accelerate and enrich the students' program through curriculum that matches their abilities, strengths and interests. Teachers receive in-service training, materials and support to differentiate for these students through the district Gifted Programming Specialists. Students also have the opportunity to receive out-of-level coursework when deemed appropriate. Progress on goals is monitored and reported yearly to parents

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X

Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum		X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition		X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The health and wellness curriculum, including nutrition, are not taught until the intermediate elementary years. We do not have an MTSS process in place at this time.

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:

All services are offered at all levels.

Consultation and Coordination Services

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

Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

All services are offered at all levels with the exception of alternative education. We do not currently have an alternative education program in the Allentown School District that services elementary-aged children.

Communication of Educational Opportunities

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

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

The child study process determines who is involved in the interventions and how they are incorporated into the student's day. The teacher works in collaboration with the Intervention Specialist along with the CST Team what interventions will be used and how the interventions will be delivered for each child. Problems are identified through the Early Warning System preset created in the District's data management system. Problems are remediated through a tiered model focused on attendance, discipline and academic need.
We are lacking a formalized process for an MTSS model.

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 coordinated the child care needs of parents with local agencies to where students can be picked up right from the school for transportation to the childcare facility. We also help our pregnant and parenting students with their daycare needs. The district is part of the community discussions on anything child related. We have worked with agencies and partners on community portals for activities and in our expansion of tutoring opportunities that include SES and 21st Century Learning Centers.

ASD has a Kindergarten Readiness Facilitator who helps to coordinate training and support to our community partners in ASD initiatives for smooth transitions for our kids in Early Childhood Centers and our schools. As a district, we have refined our kindergarten registration process to begin accepting paperwork in January. This will allow us to build connections to the families prior to the student beginning kindergarten.

Preschool Agency Coordination

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

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

The Carbon Lehigh Intermediate Unit (CLIU) evaluates children, ages 3-5, who are suspected as a student with a disability. Referrals for concerns are generated by parents, with input from agency providers, therapists and doctors. CLIU provides the direct services to the students who qualify for the eligible services once the evaluation is completed.

The IU offers a continuum of support services which may include programs outside of the District. Services provided include: EI speech, occupational therapy, physical therapy, vision/hearing support, and academic services. The District coordinates referrals with CLIU for any young child suspected of a disability. The District does not contract with any pre-kindergarten programs. The CLIU holds the mutually agreed upon written arrangement (MAWA) with the PA Dept. of Education and serves as the LEA for early intervention child.

As the pre-school early intervention student approaches their transition to school-age (kindergarten), the District and intermediate unit representative meet with the parent to discuss the transition process. The parent completes the intent to register their child for school form. This form initiates the communication process with the District and the EI provider. During the meeting, the District obtains a signed waiver from the parent so they may collect additional

information from other agencies or doctors that may provide relevant information about the student. The District will also issue a permission to evaluate the student, if appropriate, so that a multidisciplinary evaluation process can begin. The evaluation will be completed while the student is in early intervention to ensure a smooth transition to the school-age program. If the student qualifies for special education, an individual educational plan (IEP) will be developed for the student.

Some parents elect to have their student remain in early intervention for one additional year. In those cases, the transition process will begin the following January, so the program plan is prepared for the next school-term.

Professional Education

Characteristics

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

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

Professional development in the school district revolves around instructional strategies and moving teachers to a more effective level of instruction. Significant attention and priority are given to interventions and intervention strategies for struggling students. Time, resources, and guidance are provided to assist teachers and building leaders in effective data-based decision making. PD priorities are established and district level PD events are planned around the established priorities.

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

Through the creation of our ASD instructional framework we are engaging community stakeholders in a meaningful way. We are explicitly asking parents how we can more effectively collaborate with family and community stakeholder to ensure student success. ASD is working closely with administration and building leaders to think and plan deliberately and intentionally around the recommendations highlighted in our curriculum audit. We are building systems to allow for effective, on-going, and needs based professional development utilizing both internal and external data sources.

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:
10/31/2019 Due by 10/31 utilizing Safe Schools

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

Questions
The LEA has conducted the training on:
5/24/2019 Utilizing Safe Schools

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:

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 developed that support implementation of strategies identified in your action plan.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- 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.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Walkthroughs are conducted on a regular basis in all schools. Common questions, aligned to the Teacher Effectiveness system, are utilized. Data is collected and used to determine district needs. In addition, schools analyze benchmark data and plan for instruction and professional development based on the identified needs. Principals and assistant principals are assigned to attend District level PD and lead building-based PD.

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

Instructional framework is being developed that incorporates feedback from administrators, building leaders, students, faculty, staff, family and community members. This instructional framework, recommended by our curriculum audit, will establish clear expectations of professional practices and greater consistency in teaching across the district. Our curriculum

audit also suggested further alignment of our curriculum to PA state standards. Our curriculum department evaluated current curriculum and provided additional resources and guidance to teachers in areas that necessitated further alignment. A systemic process needs to be developed to identify how we measure the effectiveness of the professional development opportunities offered.

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.

Various professional development opportunities provided throughout the year allow new teachers in ASD to meet all objectives above. The Danielson framework for teaching is explored and shared with new teachers to help improve the classroom environment and student achievement. Rigor and high level questioning is a focus for many of the new teacher activities. Each new teacher has a mentor that informs the new teacher of school initiatives, practices, and procedures. A formal process is in place whereby mentor and new teachers are held accountable for meeting on a regular basis and covering various topics. Classroom management is addressed through various activities we offer for new teachers along with

support from their mentor teacher. A various workshops that explore all of the district resources for students in need may be offered to new teachers. The new teacher induction requirements are in accordance with PA state requirements and ASD expectations of a year-long intensive mentoring program for level 1 teachers.

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

We have included more professional development opportunities for new teachers in social and emotional learning strategies, specific core strategies, and classroom management and planning strategies to better prepare new teachers for success in the classroom.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

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

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

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

Mentors and inductees are encouraged to visit and observe each other. The mentor may model an instructional strategy for the new teacher or provide feedback to a new teacher after the mentor teacher observes the new teacher. Administrators observe new teachers formally at least two times per year. In addition, they conduct frequent walk throughs to support new teachers. Mentor and new teachers meet at least three hours a month and keep record of their

meetings and topics discussed. An end of year induction evaluation is given to all new teachers to measure the effectiveness of the program. Each new teacher and mentor submit a portfolio that includes lesson plans and engaging activities. A committee reviews the submissions before awarding a completion of induction letter. New teachers are familiar with the Danielson Framework for teaching which is a research-based instructional model.

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

At this point, our induction program runs for one school year. Coaches and mentors are not formally observing new teachers. The new teacher induction program will be reviewed and revised for the 2020/2021 SY. Plan to administer a survey for new inductees to collect feedback on the process in order to make necessary revisions for the upcoming school year.

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.

School based administrators, who know their teaching staff best recommend an appropriate mentor for new teachers who demonstrate outstanding work performance, has similar certifications and who is willing to continually learn and reflect themselves along with support the new teacher throughout the school year. Mentor teachers have the opportunity to provide learning activities that revolve around new teacher needs (ie: classroom management, student engagement, technology, differentiated instruction, etc.). Mentor teachers meet with a district administration, as well as building administration, early in the year to learn about the role and responsibilities of being a mentor and the importance of this role.

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

If possible, schools attempt to schedule a mentor teacher and a new teacher around a similar schedule, but it is ultimately up to the mentor and new teacher to find the time to meet. It can be before or after school and some have the flexibility to meet during the school day if the schedule permits.

Induction Program Timeline

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

If necessary, provide further explanation.

The items marked above are when the topics are officially documented. However, through on-going activities and regular meetings between the mentor teacher and new teacher, these topics may be explored more often than indicated above. The district creates a professional development calendar for the inductees to take advantage of professional learning opportunities concerning all of the topics listed above.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Documentation:
Each new teacher completes an induction year portfolio. New teachers and mentor teachers receive a manual that serves as a guide for discussion throughout the induction year. The manual includes the new teacher's portfolio requirements. Through discussions with the mentor teacher, the new teacher completes guiding questions, reflections on learning, and lesson reflections throughout the induction year. The principal of the school monitors and supports the regular meetings between new and mentor teacher. The portfolio requirements are submitted along with a Principal Verification Sheet prior to the end of the induction

year. The portfolios are reviewed by a committee and are either approved or sent back to the new teacher if requirements are not met. Upon approval, the mentor teacher receives a stipend and the new teacher receives a letter of completion.

Monitoring:
Supervisors of Instruction or Principals reach out and connect with new teachers on a regular basis to ensure they are meeting with their mentor teacher and receiving the support needed. School leaders organize time for the mentor teacher to visit the new teacher's classroom. School leaders also conduct regular walk throughs into new teacher's classrooms. Learning walks are arranged for new teachers to visit other teacher's classrooms where there is a strength to support the new teacher's area(s) of need. Principals sign off on the Principal Verification Sheet towards the end of the induction year. This documentation is required for a new teacher to receive a letter of completion and for a support teacher to receive their stipend.

Evaluating:
During review of the portfolio requirements, the time spent mentoring along with the quality of the discussion topic responses, lesson reflections, and engaging activities prepared are reviewed for approval of both the new teacher and the mentor teacher completion of the induction year. In addition, an evaluation is distributed to new teachers to gauge their perception of the amount of support received. Survey is completed at the end of the year to inform better practices for the next induction year and improvements to the process.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply) *Checked answers*

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

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

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

Unchecked answers

None.

of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction is discussed and provided to the parent. Students are observed in the learning environment in which the student is demonstrating the academic difficulties. Notation regarding

the relationship of the student's behavior and the academic functioning are noted. Prior to concluding the findings of the team, the evaluation report includes statements that rule-out

Education Facilitators function as a liaison between the various agencies and the District. Agencies who have a collaborative relationship with the District include:

- The Bureau of Drug and Alcohol Programs

- The Juvenile Justice System

- The Office of Children, Youth, and Families

- The Office of Mental Health Services

- The Office of Intellectual Disabilities

- The Office of Vocational Rehabilitation Services

- School Based Mental Health Services

The District has found the Interagency Team collaboration process to be highly effective.

Program Expansion

The District will continue to monitor services offered by outside agencies, as well as the fiscal soundness of those services. The District will pursue opportunities to incorporate supports within the District continuum when economically feasible and responsible.
The District will continue to work with the mental health agencies (discussed within the behavioral supports system of this plan) as the expansion of mental health supports within the educational setting continue to expand. The District has added an additional S.I.T.E.S. Program, in conjunction with CLIU #21 support, within another elementary Emotional Support program. The District will continue to investigate additional supports to meet the behavioral needs of the students.
Finally, the District is looking to explore the delivery of supports for our identified students enrolled within the District's Virtual Academy program, as well as those identified students who have reentered to pursue completion of their high school diploma through the District's Reengagement Center.

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.

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 for a minimum of 28 days.

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