Otto-Eldred SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

143 R L Sweitzer Dr
Duke Center, PA 16729
(814)817-1380
Superintendent: Matthew Splain
Director of Special Education: Lindsay Burns

Planning Process

Members for the planning team were solicited through the Otto-Eldred PTO, Otto-Eldred Education Association and also through personal contacts made in the community to engage business representatives and other community members.

Starting in November 2013, a series of monthly meetings were held with to reassess the mission, vision and goals of the district. By March, a strength-weakness review was complete by planning members. This activity guided the development of the needs assessment and discovery of systemic challenges. During the summer months, administration worked with coaches to refine action steps and strategies within the plan.   in the The professional education committee met in May of 2014 and September 2014 to review and refine goals and steps in the plan. Prior work completed through the Keystone to Opportunity grant overlapped common goals and concerns identified through this process.

During the fall of 2013 and spring of 2014, district administrators worked with special education staff through Seneca Highlands IU9 to complete the Special Education Plan which was adopted and submitted in May of 2014.

The entire Comprehensive Plan was available for public review as of October 13, 2014, with scheduled adoption at the November 11, 2014 school board meeting. The planning team was reconvened on November 6, 2014 to review the plan prior to adoption.

3 Year Review:

During the 2017-18 school year, the Special Education plan was updated and submitted. School Board approval occured in April 2018.

During the winter and spring of 2018, the Professional Development Committee (Prof Ed Plan), convened multiple times to review goals and establish survey items, with the Professional Educaiton Survey distrubuted and evaluted by late spring. Updates to the Professional Educaiton plan were made and approved during the summer of 2018, with planning committee review occuring in late summer.

Updates were shared with the school board in September and October, with public review occuring between the October and November board meetings. Board approval occured in November 2018.

Mission Statement

The mission of the Otto-Eldred School District is to maintain a safe, supportive, and challenging environment in which students pursue a personalized learning experience in order to be prepared to thrive and contribute to our dynamic society.

Individualized/personalized learning infused with literacy will be the focus of education in the Otto-Eldred School District. Well-planned transitions, along with a comprehensive literacy plan through the collaboration of stakeholders align evidence-based instruction, assessments, and curriculum providing every student the necessary skills to reach his or her full potential.

Vision Statement

The vision of education in the Otto-Eldred School District is to recognize and provide opportunities for each student to engage in a collaborative learning environment and pursue personalized success in becoming an integral part of society through a robust College and Career Readiness program.

Education is the guidance of the student through the learning process to the end that the individual becomes personally effective in a dynamic society.

Shared Values

· We believe all students can learn and succeed given appropriate standards-based curriculum and research-based instruction.

· We believe staff and physical facilities should provide a supportive, safe, and secure environment in which to learn.

· We believe each student is unique and the educational experience should encourage and develop creativity and innovation.

· We believe educational excellence must be supported by continuous evaluation of facilities and resources, engaging instructional practices, and effective use of technology.

· We believe education is a life-long pursuit and students must be equipped with the skills for success to compete and thrive in a technology driven global society.

· We believe in dedication to excellence and high academic expectations while maintaining fiscal responsibility.

· We believe academic excellence is achieved through innovative and engaging instruction that is supported through continual and individualized professional development.

· We believe education should promote gratitute over entitlement, character development, ethical behavior, and a positive selfi-image leading to being responsible citizens.

· We believe effective leadership at all levels is essential to the success of our educational program.

· We believe encouragement and support of innovation, flexibility, and creativity is necessary in order to successfully adapt to change.

· **We believe that the school, students, family, and community should have shared responsibility and shared decision-making in the educational process through collaboration and communication.**

· **We believe excellence in all areas is identifiable, measurable, achievable, and worthy of pursuit.**

Educational Community

The Otto-Eldred School District (OESD) serves extremely

rural, isolated and economically challenged boroughs and townships with combined populations of less than 2500, in McKean County. The district is comprised of two schools that collectively serve 620 students: Otto-Eldred Elementary School (OEES), with an enrollment of 326 PreK-6th grade students; and Otto-Eldred Junior-Senior High School (OEJSHS) with an enrollment of 291 7th-12th grade

students. Presently, 16.1% of district students have an IEP (OEES: **16.32%**; OEJSHS: **21.5%**; PA: 16.5%) There are no ELL students enrolled in the district (**PA:2.66%**) PIMS data collected as part of the Need Assessment process underscores the economic plight faced by district families: 60.3**%** of OESD students (PA: **38.41%**) are eligible for the federal, free/reduced lunch program (NSLP) (including 65.36**%** of students at OEES and 54.98% of students at OEJSHS).

The 2010 PA OCDEL Risk and Reach Assessment Report indicates that McKean County has an overall Risk and Reach Report rating of 3.40 (High Risk), based, in part, on the following risk factors: 73.1% of children under five years live in economically at-risk families, up to 300% of poverty (58.3% in PA); the rate of births to mothers without

early prenatal care is 9.2% (20.4% in PA); and 16.9% of

children under 5 have mothers with less than a high school

diploma (16.1% in PA). Of children under five years, 47.1%

participate in publicly-funded quality early education

programs, including: 6.9% in federal/state Head Start (PA:

4.6%); 2.6% in PA Pre-K Counts (PA: 1.6%); 2.5% in PA

Pact for Pre-K (0.5%); 7.9% in school-based Pre-K (2.4%);

16.1% in Early Intervention (PA: 8.6%); and 8.4% in

Keystone STARS (PA: 14.9%). (In addition, 5.1% of county

children under five are served by Childcare Works ECE

programs (11.6%)).

Locally relevant data measures outside the PIMS/Reach

and Risk reports further document the hardships that exist

in the OESD service area. The median family income for

McKean County is $40,924, which falls well below state

($49,184) and national levels ($50,046) and of district

children (ages 5-17), 25.2% live in families with incomes

below the poverty line. Despite the recent arrival of

employment related to natural gas drilling, unemployment

rates remain high in McKean County (7.8%; PA: 7.7%, as of

July 2013). Moreover, the local

unemployed/underemployed are often uncompetitive

candidates for these new positions as 17.8% of county

residents (age 25+) lack high school diplomas and fewer

still (14%) have obtained bachelor's/graduate degrees.

Planning Committee

Name	Role
Melissa Merry	Administrator : Professional Education Special Education
Matthew Splain	Administrator : Professional Education Special Education
Richard Rivers	Board Member : Professional Education Special Education
Lindsay Burns	Building Principal : Professional Education Special Education
Harley Ramsey	Building Principal : Professional Education Special Education
Lisa Beaver	Business Representative : Professional Education Special Education
Heidi Bennett	Business Representative : Professional Education Special Education
Nicole Cochran	Community Representative : Professional Education Special Education
John Grigsby	Community Representative : Professional Education Special Education
Kimberly Alfieri	Ed Specialist - School Counselor : Professional Education Special Education
Martha Wolf	Ed Specialist - School Counselor : Professional Education Special Education
Nicole Garthwaite	Elementary School Teacher - Regular Education : Professional Education Special Education
Shannon Kio	Elementary School Teacher - Regular Education : Professional Education Special Education
Teri Lucas	Elementary School Teacher - Special Education : Professional Education Special Education

Naoma Hayden	High School Teacher - Regular Education : Professional Education Special Education
Ricci Jeannerette	High School Teacher - Regular Education : Professional Education Special Education
Fawn Miller	Middle School Teacher - Regular Education : Professional Education Special Education
Tammy Reitler	Middle School Teacher - Regular Education : Professional Education Special Education
Amy Jordan	Parent : Professional Education Special Education
Stefanie Wolfe	Parent : Professional Education Special Education
Julie Cochran	Teacher/Coach : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Standards	Mapping	Alignment
Science and Technical Subjects		
PA Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Not answered
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

World Language	Developing	Developing

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

With the elimination of FCS classes, ensuring that FCS standards are integrated into appropriate classes creates many challenges. Further curriculum mapping needs done in this area.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Due to current duties of the lone school counselor (7-12), a formal counseling curriculum has been difficult to establish. With the elimination of FCS classes, ensuring that FCS standards are integrated into appropriate classes creates many challenges.
College and Career Readiness Standards have been identified in each grade span, lessons developed, and tracking of completion developed. A Foundations Course has been established to provide students with exposure to the 4 CCR pillars.

Adaptations

Elementary Education-Primary Level

Checked answers
>   *None.*

Unchecked answers
>   *None.*

Elementary Education-Intermediate Level

Checked answers
>   *None.*

Unchecked answers
>   *None.*

Middle Level

Checked answers
>   *None.*

Unchecked answers
>   *None.*

High School Level

Checked answers
>   *None.*

Unchecked answers
>   *None.*

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

course, instructional unit or interdisciplinary studies are identified.	

Processes used to ensure Accomplishment:

Regular curriculum review/data review processes occured during scheduled weekly professional development time in the past. Student success is reviewed regularly, with flexible groupings defined based upon instructional need. Additional professional development is provided in necessary areas. SAS is also used to help guide instruction and provide resources aligned to state standards. All curriculum maps include objectives/essential questions relate to the content area, all set by month. Literacy coach provides consistent guidance in infusing literacy across curriculums. Curriculum mapping process as well as annual review are in need of updating.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Regular curriculum review/data review processes occured during scheduled weekly professional development time in the past. Student success is reviewed regularly, with flexible groupings defined based upon instructional need. Additional professional development is provided in necessary areas. SAS is also used to help guide instruction and provide resources aligned to state standards. All curriculum maps include objectives/essential questions relate to the content area, all set by month. Literacy coach provides consistent guidance in infusing literacy across curriculums. Curriculum mapping process as well as annual review are in need of updating.

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
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:

Regular curriculum review/data review processes occured during scheduled weekly professional development time in the past. Student success is reviewed regularly, with flexible groupings defined based upon instructional need. Additional professional development is provided in necessary areas. SAS is also used to help guide instruction and provide resources aligned to state standards. All curriculum maps include objectives/essential questions relate to the content area, all set by month. Literacy coach provides consistent guidance in infusing literacy across curriculums. Curriculum mapping process as well as annual review are in need of updating.

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
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:

Regular curriculum review/data review processes occured during scheduled weekly professional development time in the past. Student success is reviewed regularly, with flexible groupings defined based upon instructional need. Additional professional development is provided in necessary areas. SAS is also used to help guide instruction and provide resources aligned to state standards. All curriculum maps include objectives/essential questions relate to the content area, all set by month. Literacy coach

provides consistent guidance in infusing literacy across curriculums. Curriculum mapping process as well as annual review are in need of updating.

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.

Regular education teachers meet with learning support staff at all levels to ensure developmental needs are met for all students. Inclusional practices and paraprofessional support are prevalent K-12. Instructional supports including tutoring and targeted remediation programs are provided for all students. Regular professional development is provided for all staff in the differentiation of instruction and assessment.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

   Checked Answers
   - Building Supervisors

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

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

The Danielson Teacher Effectiveness Model is followed to complete classroom observations. Formal and informal building walkthroughs are completed routinely throughout the year, include the use of the Loti HEAT tool. A district literacy coach works

with all teachers to ensure alignment of literacy skills across grade levels and content areas. Building principals review lesson plans regularly as part of the formal observation cycle. Peer evaluation/coaching occurs as part of the district teacher induction process.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

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.

District administration works with local colleges to allow classroom student teaching placements and block rotations. Administrators also visit the local colleges to provide training or practice in new state initiatives. The interview process is normally done in two stages. Interview committees include board member, teachers and admistrators. Interview sessions include questions related to instructional practice, assessment strategies focusing on meeting the needs to all learners.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English	4.00	4.00	4.00
Mathematics	2.00	2.00	2.00
Social Studies	3.00	3.00	3.00
Science	1.00	1.00	1.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives			
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

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

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

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

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

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

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

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

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

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

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone Exams			X	X
Final Exams	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next	X			
AIMS Web	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher created assessments	X	X	X	X
Textbook chapter and unit assessments	X	X	X	X
Curriculum based assessment	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT			X	X
NWEA	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Professional development time is used to share assessments during grade level or content area meetings. Data team meetings are utilized at the elementary level to review assessments. Building principals review teacher assessments on an ongoing basis as part of the formal evaluation cycle.

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.

N/A

Collection and Dissemination

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

Data team meetings are scheduled quarterly at the elementary school to review classroom data and other assessment data. Data teams develop instructional planning and groups based upon the results. At the high school and middle school, teachers are provided CDT results three times per year. On Hand Schools is now available as a data warehouse for all teachers as a source of all student data.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Tutoring and or remediate is provide during and after school at both buildings. RTI is scheduled on a daily basis at the elementary school in both reading and math. Summer school is offered to students at both buildings. Flexible groups are utilized at the classroom level to best meet the needs of students.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
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				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

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 Otto Eldred School District obtained a School Performance Profile of over 80 at the high school and over 66 at the elementary which is well above the State average at the high school, yet below at the elementary. However, we recognize that a plan needs to be in place to address the needs of students who struggle to meet grade level landmarks.
The teacher to student average is just above 15-1 which is a favorable level for teachers to

meet the individual needs of students. An inclusionary setting is predominately followed in the elementary and high school. Regular education teachers are provided planning time each week with their special education peers. All teachers are afforded an end of day professional development period where many trainings are planned throughout the school year that address differentiating instruction as well as other sessions that discuss meeting the needs of struggling students. Trainings are provided by Intermedite Unit staff as well as online opportunities.

Instruction is data driven and students are assessed three times annuallly. Following each testing period grade level teachers meet with administration to discuss and plan for students who demonstrate instructional aid. An RTII model is followed and students who are considered Tier 2 and Tier 3 are provided additional instruction time and/or one-on-one tutoring.

Otto Eldred also offers after school tutoring as well as summer school sessions. Students who demonstrate need are encouraged to attend.

As part of the end of day professional development period that was previously mentioned, teachers are encouraged to schedule parent conferences and meetings. Student progress and portfolio are examined. Students who struggle following several interventions may be recommended for further evaluation by the school psychologist. Parental information and participation in the process are in tact in each setting. Following the evaluation and meeting process an IEP is developed when appropriate. Teachers also attend the meetings and are part of the each IEP and expected to participate in assisting the child reach their instructional goal(s).

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
Peer Helper Programs			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				
Student Assistance Program Teams and Training			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:

All strategies are addressed in the elementary and/or high school levels

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 District identifies gifted students through teacher recommendation, an analysis of student classroom performance and data analysis, and review of state and norm referenced evaluations. Parental requests for a gifted evaluation are honored following conferencing. The district has adopted the gifted support program and has decided to employ a gifted support teacher who will meet with groups of eligible students as well as meeting individually with the students. The gifted support teacher meets with teachers to coordinate planning and student needs. Enriching activities are planned and include field trips and opportunities with students in schools in the region to share projects and eductionally appropriate opportunities. Opportunities also exist to enrich and encourage advanced classwork within the regular education environment.

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

This narrative is empty.

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

This narrative is empty.

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

This narrative is empty.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X		
Bullying Prevention	X	X	X	X
Career Awareness		X	X	X
Career Development/Planning			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
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Student developmental needs are met in the elementary and/or high school levels

Diagnostic, Intervention and Referral Services

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

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

Explanation of consultation and coordination services:

This narrative is empty.

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

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Otto Eldred School District follows a predominately inclusionary model for students with identified needs and who have an IEP. The Special Education teachers are afforded a planning period each week wherein they can meet and discuss curricular needs and issues with their regular education peers.

An RTII model is followed throughout the schoolyear at the elementary school. Students are assessed through a research based assessment tool three times throughout the year. Following the assessments grade level teams meet with administrators and special needs teachers to discuss the results. Students who demonstrate specific needs are afforded additional instruction time and/or one-on- one tutorial sessions. Those in need and also encouraged to attend after school tutoring sessions.

At the high school, student progress is monitored frequently at the classroom level. Individual student and small group needs are discussed at grade level meetings, at which a plan is developed to provide students greater opportunity for success.

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

Otto Eldred communicates with the community through several avenues. District newsletters are distributed semi annually to alert residents of important events. An automated information tool, School Reach, is utilized to inform parents of events. Local media,though limited to newspapers and radio, are also utilized to help keep the public informed.

Administrators attend transition meetings with several agencies to aid in the pre school to school ajustments. A Pre -K and Kindergarten Social are scheduled at the end of each summer to allow for ease in transitioning. A "Kindergarten Camp" has been instituted to allow incoming children the opportunity to adapt to school life.

Otto Eldred offers tutorial services to students in need during the instructional daythrough the RTI process. After school sessions are also offerd as well as a summer school session. Coordianted with the summer school program is a free meal program and recreation program to allow for complete engagement of our youth.

The high school counselor promotes and encourages eligible students to access workforce development programs in the area.

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.

Otto-Eldred offers a half-day four year old kindergarten program as the district PreSchool offering. District administrators coordinate with the local Head Start and the IU9 Early Intervention Program to ensure smooth transition to district classrooms.

Otto Eldred administrators attend transition meetings and coordinate with the Intermediate Unit to meet the needs of students with disabilities and/or those with developmental delays. When appropriate, an IEP or 504 plan is develpoed to best serve the needs of the student.

All Pre K students are encouraged to attend transition opportunities that include a "Kindergarten Camp" where children are provided activity based sessions that will ease any school anxiety and provide familiarity to the school setting.   Pre K and Kindergarten Socials are also planned where parents and students are invited to meet the teachers and are

provided with a wealth of information that can aid in communication and cooperation between the school and home.

Frequent communication between the school and home take place via Teacher Communication Books, Monthly Calendar updates, District website and School Reach(an automated information center).

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

As of 2017-18, the Director for Curriculum and Assessment worked with all grade levels to ensure appropriate materials are used as in alignment with Core standards and grade level expecations.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

As of 2017-18, the Director for Curriculum and Assessment worked with all grade levels to ensure appropriate materials are used as in alignment with Core standards and grade level expecations.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

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

Further explanation for columns selected "

All staff utilize SAS resources to a varying degree. The most useful resources have been utlized within the core academic areas.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms

Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms

Standards	Status
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

All staff utilize SAS resources to a varying degree. The most useful resources have been utlized within the core academic areas. Staff has not used Alternate Academic Content Standards.

Middle Level

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

	less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

All staff utilize SAS resources to a varying degree. The most useful resources have been utlized within the core academic areas. Staff has not used Alternate Academic Content Standards. World Languaes are not part of a formal curriculum at the middle school level.

High School Level

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

	less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

All staff utilize SAS resources to a varying degree. The most useful resources have been utlized within the core academic areas. Staff has not used Alternate Academic Content Standards.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS

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

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

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

The primary providers of professional educational opportunities for Otto-Eldred are:
-Seneca Highlands IU9
-PILS
-Online / Local university coursework
-PaTTAN
-Grant-funded Opportunities (RAISE / KTO/ Safe Schools)
-In-house staff with needed expertise, including recognized Teacher Leaders.
Otto-Eldred has been sucessfull working with each of these providers to establish sound and effective professional development opportunities for elementary and high school staff. Some providers have worked to meet our needs, where as other providers have been sought out due to the opportunites offered. All content is reviewed by administration prior to establishing the specific opportunity for our staff. Opportunities must fit the above criteria and/or align with the overall goals of the Otto-Eldred School District.

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

N/A

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:
8/26/2015 McKean County CYS Presenation
8/24/2017 New Staff: EdTrainingCenter
8/24/2017 Online: reportabusepa.pitt.edu/
The LEA plans to conduct the required training on approximately:
8/31/2018 Online: reportabusepa.pitt.edu/ (new staff)

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:
8/24/2016 Online: http://sptsuniversity.org/
The LEA plans to conduct the training on approximately:
8/31/2018 New Staff(Ongoing) http://sptsuniversity.org/

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
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.

- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

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

The value of professional develoment opportunities are continually monintored. Staff complete surveys at the conclusionn of each opportunity. The Professional Education Committee meets quarterly to review success of the opportunities in relation to the needs stated in surveys. The committee collaboratively develops a list of needs for future opportunities. The OESD administrative team meets regularly to review evidence in practice of the professional development and additionally to evaluate the success of opportunities offered. The teacher effectiveness tool rubric is utilized by teachers and administrators to address individual teacher needs and goals. Administrators also work with instructional coaches to ensure staff are receiving consistent expectations across grade levels and content areas. Beginning in 2018-19, professional development opportunities will begin a shift to a "coaching model" with OESD staff sharing best practice through an annual Teacher Ed Camp and regular schedule opportunities throught the weekly professional development schedule.

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

A systematic process is not in place, this strategy is met informally through previously formed connections and knowledge of the provider and current OESD staff.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

- Inductees will understand and utilize a structure through which a new teacher can objectively analyze the effectiveness of his/her own teaching.

- Inductees will be familiarized with the community and will include him/her in school social activities.

Unchecked answers

> *None.*

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

The induction plan specifically addresses topics and activities that address the stated objectives. The mentor and inductee maintain logs of conversations relating to these topics. The inductee is surveyed toward the end of the year to ensure all topics were covered appropriately.

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.

- Knowledge of successful research-based instructional models.

Unchecked answers
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- 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.

The OESD Induction Plan is very specific in requirements relating to observations, meetings and documentation.

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

A formal discussion is a more effective method to discuss instructional activities. A portfolio is included in the teacher evaluation process, not the induction plan.

Mentor Characteristics

Checked answers
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.

- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

> *None.*

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

Within our small teaching community, potential mentors and administration work closely to meet the needs of inductees. Mentor teacher teacher assignments are evaluated thoroughly to ensure full completion of the Induction Plan.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Inductee shall be required to complete the Teacher Induction Plan Evaluation at the end of the induction year.

In addition to his/her end-of-year sign-off, the Inductee will be requested to provide a follow-up, retrospective evaluation of the program at some designated point in his/her second year of teaching. That evaluation, part of the follow-up monitoring process, will help to determine whether or not he/she found the Teacher Induction Program helpful and effective.

The Otto-Eldred School District Teacher Induction Council shall meet at least twice prior to the conclusion of each school year to evaluate the Induction Program for the District. Suggestions and revisions shall become a part of the monitoring process to plan the program for the ensuing school year.

Recording Process

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

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

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

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

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

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

Unchecked answers
None.

Special Education

Special Education Students

Total students identified: **102**

Identification Method

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

The Otto-Eldred School District continues to use the discrepancy model for the identification of Specific Learning Disabled students.
Otto-Eldred Elementary Referral Process

At the elementary school, teachers are expected to establish and maintain reliable data. Data resources include DIBELS (mandatory grades K-3; optional 4-6), NWEA MAP testing (Grades K-6), ALEKS data (Grades 3-6) and other curricular assessments. Teachers also utilize e-metric, PSSA data, and value added assessment. This information is used to help determine those students in need of developmental supports for reading and math.

The Otto-Eldred Elementary School utilizes data team meetings 3 times per year to look at each grade and class to determine gaps and need areas. A "flex" time is built into each grade level in order to provide time for remeidation or accleration. A part time interventionist is also utilzed to pull small groups of students out to intensly remediate specific need areas. Although not called RTII, the Otto-Eldred Elementary utilizes a similar model meeting Tier 1,2 & 3 level learners; time with our interventionist being Tier 3.

Parents are provided with progress monitoring and/or benchmark data 3 times per year. Parents who have identified students with a disability received progress monitoring and goal area progress quarterly with each report card.

When progress is not seen despite additional interventions, the pre-referral team meets to discuss the student and parent contact is made. A Permission to Evaluate is created and sent home for parent signaure. A parent can also request an evaluation at any time. The school district follows Chapter 14 guidelines when considering a parent request for an evaluation.

Once the Permission to Evaluate has been signed by the parent/guardian and received, the school conducts a formal evaluation of the student. The evaluation of the student may include assessments of intellectual ability, academic achievement, and emotional, behavioral, and social functioning. Additional information is collected from the parent, student, and supporting teacher(s) and school records are reviewed. A student observation is also conducted.

A meeting is then scheduled for a mutually agreeable date and time. At the meeting, all information obtained is reviewed, explained, and discussed. Parents are encouraged to provide additional information and ask questions as needed. Supplementary aids are considered. Together the team (including the parent member) determines eligibility and need. Signatures are obtained at the meeting, and members of the team are asked to check whether they agree or disagree. Those who disagree with the team's conclusion are asked to write a dissenting opinion. When a student is suspected of having a specific learning disability, the 10 questions regarding SLD are reviewed and discussed with team members (Section 14.125 22 PA Code Chapter 14).

Otto-Eldred High School Referral Process

At the high school, teachers are expected to establish and maintain reliable data. Data resources include Classroom Diagnostic Tests (CDT's), NWEA MAP assessment, ALEKS (Grades 7-8) and curricular assessments. Teachers also utilize e-metric, PSSA/Keystone data, and value added assessment. This information is used to help determine those students in need of additional academic supports.

When a need arises, the pre-referral team, that consists of the guidance counselor, and/or principal, and teachers, meet to discuss the student's strengths and needs. Collected data and available information are used to determine the appropriateness of an evaluation.   If an evaluation is needed, parent contact is made, and Permission to Evaluate is developed. A parent can also request an evaluation at any time. The school district follows Chapter 14 guidelines when considering a parent request for an evaluation.

Once the Permission to Evaluate has been signed by the parent/guardian and received, the school conducts a formal evaluation of the student. The evaluation of the student may include assessments of intellectual ability, academic achievement, and emotional, behavioral, and social functioning. Additional information is collected from the parent, student, and supporting teacher(s), and school records are reviewed. A student observation is also conducted.

A meeting is then scheduled for a mutually agreeable date and time. At the meeting, all information obtained is reviewed, explained, and discussed. Parents are encouraged to provide additional information and ask questions as needed. Supplementary aids are considered. Together the team (including the parent member) determines eligibility and need. Signatures are received at the meeting, and individuals are asked to check whether they agree or disagree. Those who disagree with the team's conclusion are asked to write a dissenting opinion. When a student is suspected of having a specific learning disability, the 10 questions regarding SLD are reviewed and discussed with team members (Section 14.125 22 PA Code Chapter 14).

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

State average for Special Education students for the 2016-2017 school year was 16.5%. Otto Eldred's percentage of Special Education students for this same year was 16.1%. Otto Eldred's percentage increased 1.2% from 2014-2015 school year; however, the state average also increased by .9%. For the past 3 years Otto-Eldred's total special education enrollment has been below state average.   Otto Eldred has a transient population, especially with neighboring school districts. Many students enter the school district previously identified as Special Education students. Otto Eldred is a small school district; therefore, percentages are easily affected. Total enrollment has decreased by 73 with special education enrollment only decreasing by 3.

The percentage of students with a Specific Learning Disability has fluctuated over the past 3 years. Last year we saw a 5.4% decrease. This year we saw a 9.6% increase in this classification area. Otto-Eldred School District's percent is 7.2% above the state average for SLD. The percentage of students with a Speech and Language impairment has seen a

significant decrease. Last year we had 37.5% identified and this year we are at 17.6%.
Otto-Eldred SD is above the state average by 2.9%; however, last year we were 22.5%
higher than the state average. This percentage has seen a steady increase over the past
three years. There had been a steady increase in speech numbers over the past 3 years;
however, the district is now making certain to determine if speech and langauge is actually
a secondary disability category or is a related service with each students individual testing
and data review. Although some numbers slightly above the state average, the districts
special education enrollment is under the state average as a whole.
Otto-Eldred has a high economically disadvantaged population. As a district, we work
collaboratively with Early Intervention in an attempt to get children necessary services
prior to entering school. We are aware that students are in need of services, both speech
and academic, prior to entering school aged programming. Otto-Eldred was a part of the
KtO initiative, birth-12. Although that grant ended, the district took steps in carrying out
aspects of that initiative to continue to provide for the needs of students.

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?

Although there are no residential student facilities located within our school district, the
Otto-Eldred School District would work cooperatively with the sending districts to ensure
FAPE. We as the host district would enroll students in a public school program appropriate
to meet the students need. We would include the residential school personnel in necessary
meetings regarding the student. As the host school, we would ensure the student is
receiving all services and programming necessary to meeting individual needs and provide
FAPE. If revisions or new information is needed regarding special education programming,
new evaluations or revisions would be made.   If additional support or consultative services
are needed, the host district's IU could be contacted for support.

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).

Although there are no incarcerated student facilities located within our school district, the
Otto-Eldred School District will provide all educational records to the receiving host
district. Discussion with the host school district will be held prior to the return of the

student. The Otto-Eldred School District will accept all student assignments as it relates to the IEP. For students who are incarcerated and are believed to have a disability, the Otto-Eldred School District will notify the host district and seek all needs to provide that student with FAPE.

Least Restrictive Environment

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

The Otto-Eldred School District has a very strong commitment to ensure that, to the extent appropriate, the students with disabilities 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. Through the onset of the referral process, data is collected regarding student achievement, pre/post interventions, and strategies. An extensive evaluation process is provided to each and every student to determine student needs. All evaluations require a multi-disciplinary meeting to determine student eligibility and only after a review of Supplementary Aids and Services are discussed is the need for specially designed instruction considered for the student. The least restrictive environment for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on what will be provided for a student before questions of where it will be provided. The following guiding questions lead IEP teams toward appropriate decision making:
* Can appropriate education (determined by the IEP team) be achieved in the regular education class with supports already in place?
* Can the regular classroom and teaching be modified by providing supplementary aids and services in order to achieve appropriate education?
* Can appropriate education be achieved in the next, more restrictive setting with services currently in place?
* Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education?
* Are there additional opportunities for integration, either through extracurricular activities, or while achieving some IEP goals?

Training in data collection, alternative assessments and effective practices are a part of the protocol of the school psychologist. Through in-service programs, classroom orientations, school administrators and classroom teachers have access to training on differentiated instruction, inclusion practices, Autism, school wide behavior support, progress monitoring, Multi-Tiered Systamatic Supports (MTSS) and data analysis. Through the on-going in-service programs, multi-disciplinary team members are able to discuss and determine appropriate placements for students. TAC staff from the Intermediate Unit provide consultation and training to Otto-Eldred School staff through on-site training, Autism Support, progress monitoring, behavior and inclusion. Training of staff has been through large groups, classroom modeling, guided practices and workshop format.

76.2% of the special education students are inside regular education environments 80% or more during their school day. This is 13.8% above the state average. Students in fair share classrooms attend general education classes within the district they attend. These students are also able to participate in Otto Eldred School District's extracurricular activities.

Currently the district has 3 students being educated outside of the district in more restrictive placement than what is offered within the school district. In the past three years, Otto-Eldred School District increased the number of programs available within district. Two Emotional Support classrooms (1 elementary and 1 high school) have been added to the district and are district run. A High School Life Skills Support classrooms was added and is run by the Intermediate Unit. This has decreased the number of students being educated outside of the district by 14.

ER/RER meetings and IEP meetings are held to discuss outside district placements and only after the LRE is discussed and guided questions reviewed are these students placed outside of the district.

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.

Otto-Eldred School District is committed to supporting students with behavioral needs in the least restrictive environment. As part of that commitment, district personnel receive on-going training to address a wide array of topics; such as universal, secondary and tertiary supports, and de-escalation. All staff receive training on the theory component of the Safe Crisis Management Program. Additionally, 8 elementary staff and 7 high school staff, including administration, teachers, and paraprofessionals, are trained in the Emergency Safety Physical Interventions (ESPI) component of the Safe Crisis Management program. The Safe Crisis Management curriculum incorporates specific incident prevention, minimization and de-escalation strategies that can be utilized in many situations to help avoid the use of ESPI's. Staff are provided an initial three day training

and each year after receive a two day recertification training.   In addition, the incident prevention, minimization and de-escalation strategies can be integrated into a student's Individualized Education Plan or Positive Behavior Support Plan as needed. Staff are provided updated information on an annual basis, with trained ESPI staff receiving re-cert training annually.

Otto-Eldred has a district wide positive behavior support plan in place, referred to as PAW PRIDE. The PAW PRIDE program has been in use at the elementary school since 2008 and at the Jr./Sr. High School level since 2012. There is a PAW PRIDE committee that puts together the guidelines and expectations that students should follow. PAW PRIDE tickets are distributed and rewards earned for displaying "PAW PRIDE". The elementary school also acknowledges a characteristic of the month and students of the month from each grade level are recognized for use of these characteristics. Programs such as "Auto Be Good" and "Second Step" provide teachers curriculum to reinforce positive behavior amongst the school. At the Jr./Sr. High School, a successful Students Assistance Program (SAP) has been in place for many years. The SAP team consists of trained staff members who meet bi-monthly to discuss at risk students. SAP referrals are available at the school for staff, students, and parents to submit. If referrals are made, the SAP team collects pertinent information regarding the students and make appropriate recommendations to address the concern areas. Just as academics follow a tiered system, behaviors do as well. Tier 1 consists of all students following a classrooom plan. Tier 2 are student who are on invidiual plans within their classroom. These plans are developed by classrooms teacher, guidance counselors, and administrators. Tier 3 students have a formal FBA conducted by the school pyschologist and follow a PBSP outlined in their IEP.

School Psychological services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. The psychologist consults with the team to address behavioral needs across the tiers. The school psychologist is the lead staff person responsible for the facilitation of the Functional Behavior Assessment (FBA) process. Following the development of the FBA the school psychologist consults with the team on the development of the Positive Behavior Support Plan. Furthermore, the school psychologist is able to provide individual counseling to students as determined by the IEP team. Also available is a school social worker, contracted through the IU, who is able to provide those counseling services.

Collaboration with outside mental health agency support is availalbe to the Otto-Eldred School District. Guidance staff and other school staff members at both schools work closely with community mental health services to provide supports and coordinate services. A mental health liaison from the Guidance Center reports to each school building weekly at the elementary level and bi-weekly at the high school to provide mental health assessments to students who are in need of supports. This liaison can make further referrals for services and supports outside of the school building. This liaison is able to assist the school is crisis counseling should a need arise.

District policy calls for the education of students with disabilities in the least restrictive environment. To that end our policy outlines three levels of support from least to most restrictive. If a student's behavioral needs are such that he or she needs a Positive Behavior

Support Plan (PBSP) that plan is developed by the IEP team based on a Functional Behavior Assessment. The student's PBSP shall use positive rather than negative or aversive techniques and be free of unreasonable use of restraints; additionally the use of restraints is a measure of last resort used only after other techniques including de-escalation. Furthermore, district policy prohibits the use of prone restraints and seclusion.

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.

The Otto Eldred School District carries a strong belief in the inclusion model. The districts percentage of student's inside the regular education classroom 80% or more was 76.2% which is 13.8% higher than the state average. The Otto-Eldred School District is able to provide small class size, which promote availability of more individualized attention from the teacher for all students. Special Education and General Education teachers work collaboratively to work with all students within their inclusion classrooms. This practice has been in place for several years. Many students are only in need of the support that is being offered within the general education inclusion classroom during core content classes and only receive pull out services during study hall time periods or additional supplemental reading support. Most 10th-12th grade students are enrolled in a Career and Technical Program for half of their school day, which shows the districts commitment to ensuring a successful transition after the completion of high school. The students that participate within the inclusion model are considered Itinerant Learning Support students, which is supported within the school district buildings.

The Otto-Eldred School District has expanded their capacity to educate more students within district by opening and contracting with the Intermediate Unit. Within the last four years 2 Emotional Support classes (1 Elementary and 1 High School) as well as one Life Skills class (High School) have been opened at Otto-Eldred. As of the 2016-2017 school year the Emotional Support classrooms are now district run, with the Life Skills classroom still being operated by the Intermediate Unit. Above adding classrooms, ensuring a full continuum of support is an important believe of Otto-Eldred. The district has added an additional learning support teacher at the elementary level and additional support may be needed in the coming years. These additions will allow/allow the distrcit to provide more in class support as well as provide more pull out class settings for those students in need of a supplemental program.

Students in need of more intensive services (Autistic Support or Intensive Outpaitent

Programming) participate in fair share classrooms operated by the Intermediate Unit or other private educational or behavioral entities. Currently students in need of a more intensive behavior program with daily counseling could attend the intensive outpatient programs in Coudersport, run by the Intermediate Unit. No students are attending these programs at this time. An Autistic Support classroom is located in Coudersport and run by the Intermediate Unit. This classroom can be accessed for serverly disabled students in need of intensive communication and academic needs. Currently two students are attending this program. The district has an agreement with other private facilities for Emotional Support or Alternative education if needed. Currenlty, one student is being instructed in the home due to being medically fragile.

The school district always explores the least restrictive environment by utilizing several strategies including;

- Pre-Referral meetings which include teachers, paraeducators, guidance counselor, and building administrator to identify and problem solve issues and review current student data

- Individual parent meetings to discuss concern areas and possible interventions

- Review all supplementary aides and services that can be provided within the classroom

- Review and ensure all specially designed instruction needs are in place

- Positive behavior support meetings to develop a behavior plan, if needed.

- Consultation with IU staff to provide more intentsive behavior support (completion of FBA and PBSP)

- Consultation with IU Autism Support Team, if needed.

- Participate in/make referral to interagency meetings, if needed.

- Collaborate with Wrap Around services whether provided in school or not.

- School Psychologist as a related service for counseling

- Collaboration with CYS if needed to address medical and emtional needs

- School Based Mental Health Liaison through private Mental Health services.

If after review and use of the above strategies prompt the need for additional supports or programming, a Reevaluation is always requested and the MDE/IEP team meet to discuss other programming options that meet the students needs. Otto-Eldred School District works collabortively with the Intermediate Unit or other provider when making placement decisions and invite these persons as additional team members when appropriate.

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 Otto-Eldred School District is noted for its commitment for a quality education to its students. Although being identified as one of the poorest district in the state, the Otto-Eldred Board of Directors has demonstrated consistenty in making decisions with student need as the priority, chosing the best educational option for students; not nessarily the cheapest educational option.

The Otto-Eldred School District provide a sound pre-referral screening program to support staff in regular classroom, and effective use of progress monitoring and research probes to determine student achievement and performance. The addition of onsite special education personnel increases the districts ability to effectively support and reevaluate special education programming when needed. Collaboration with the Intermediate Unit is still utilized for staff training and consultation.

Through the efforts of the high school principal and special education staff, a very sound inclusion (co-teaching) program has continued. Currently all students in grades 7-12 are involved in regular education for science, social studies and many electives. Students grades 7-12 are also included within the general education classrooms for ELA and math when appropriate. Support personnel push into the regular education classroom to accommodate needs. If more support is needed, learning support classes are available in the areas of ELA and math. Students grades 7-12 also have the option for a supported study hall called a "PAWS Period" which allows them time to work in a smaller setting with a Learning Support teacher available. This does not interfere with core classes; rather repalces their study hall option. The secondary program also continues to support community-based programs for life-skills students, self-advocacy training for high school students and transition planning through community based agencies, Career-Technical education and career exploration. The Otto-Eldred High School also provides positive behavior supports through, amongst other things, its Student Assistance Program (SAP) in conjunction with mental health and drug/alcohol liaisons and student of the month program. The expantion of special education programming (the addition of Life Skills and Emotional Support) shows the dedication the district has for the success of all of their students.

Through the efforts of the elementary school principal and special education staff, inclusion (co-teaching) program has continued. All students, grade K-6 participate in all regular education subject areas, with support personnel pushing into the regular education classes. Intervention time periods are scheduled in for students in need of supplemental support. A supplemental learning support classroom is available for the students in need of a pull out math and ELA curriculum. These students still access general education for all other subject areas and are provided support within the general education environment when needed . Due to a significant rise in mental health concerns at the elementary level,the Emotional Support program has been very beneficial in keeping more students educated within the district. Offering this level of support within the elementary school has allowed for students in need of this program to receive social and behavioral support while still being included with their general education peers. Otto-Eldred Elementary utilzes frequent data team meetings to determine levels of support needed for all students and an interventionist is available on staff to provided additional support throughout the school day. This provides a safety net and additional intereventions to hopefully decrease the number of students needing special education services. The elementary school has a "PAW Pride" program to encourage character building among the school community. This program is aimed at building a positive atmosphere and decreasing negative peer relations.

District wide, the school received the Keystone to Opportunity grant for 5 years, which allows for enhanced Literacy focus for all grade levels. Although that grant ended, the district felt strongly in continuing the practices and interventions that were available during the grant. These aadditional literacy interventions are still availalbe to all students (General Education or Special Education). Benchmark testing occurs three times a year and that data is reviewed and analyzed by a team lead by our new Curriculum Director. The results of this data indicates which students need additional interventions in specific weak areas. Teachers will continue to gain professional development in the areas of instructional strategies, interventions, and techniques for enhancing literacy instruction across all subject areas even with the grants end. The district will also continue to focus on increasing and enhancing parent and community involvement. To do so, we are participating in the School Climate Initiative which allows us to survey all stakeholders and develop action plans to make our schools climate better.

The Otto-Eldred School District continues to support parents through offered parent trainings and flexible times for IEP meetings. The school district also supports its faculty with trainings, certifications, and built-in professional development time at the end of each school day (40 minute blocks 4 times per week).

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Coudersport Elementary School	Neighboring School Districts	Autistic Support	2
Beacon Light Behavioral Health Systems School	Approved Private Schools	Emotional Support	1
Instruction in the Home	Instruction in the Home	MDS	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	7	1
Locations:				
Otto Eldred Elementary	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	Learning Support	11 to 13	9	1
Locations:				
Otto Eldred Elementary School	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	12	1
Justification: Students come in during their language arts and math time frames and are educated in their age level groupings. Teacher as well as teacher's aid are there to provide different instruction for each grade/age grouping. Appropriate instruction is still delivered for students based on ability and age.				
Locations:				
Otto Eldred Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4
       Operator: Intermediate Unit
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	3	0.6
Locations:				
Otto Eldred Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	2	0.4
Locations:				
Otto Eldred Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5
       Operator: Intermediate Unit
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	31	0.8
Justification: Students are serviced in individual settings or in small groups where the groups consist of same aged peers.				
Locations:				
Otto Eldred Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	4	0.2
Locations:				
Otto Eldred Jr/Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6
       Operator: School District
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	13	1
Locations:				
Otto Eldred Jr./Sr. High School	A Junior/Senior High 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 26, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	3	0.5
Locations:				
Otto Eldred Jr./Sr. High School	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 13	3	0.5
Locations:				
Otto Eldred Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	11	1
Locations:				
Otto Eldred Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: Intermediate Unit

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 18	5	1
Justification: Students are educated within the same room, but at different times, due to their grade level.				
Locations:				
Otto Eldred Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
District Paraeducator	Otto Eldred Elementary	3
District Paraeducator	Otto Eldred Jr. / Sr. High School	1.75
Principal of Special Education	Otto-Eldred School District	1
Behavioral Specialist	Otto-Eldred Elementary School	1
Behavioral Specialist	Otto-Eldred Jr./Sr. High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	2 Days
Physical Therapy	Intermediate Unit	1 Days
School Psychologist	Intermediate Unit	2.5 Days
Social Worker	Intermediate Unit	2 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
This question has not been answered.

District Accomplishments

Accomplishment #1:
The 2017 SPP Score for Otto-Eldred Jr. Sr. HS was over 80, which was the highest in Seneca Highlands IU9.

Accomplishment #2:
Using the most recent SPP data, OESD met 9 out of 10 indicators with 70% or higher (Closing the Achievement Gap for HIstorically Underachieving Students)

Accomplishment #3:
From 2012 to 2014, the class of 2019 improved PSSA Reading proficiency by 17%.

Accomplishment #4:
Summer 2018 - Otto-Eldred Jr. Sr. High School was recognized with Bronze Medal for "Best High Schools in the US".

Accomplishment #5:
The 2017-18 Third grade class scored over 55% proficient/advanced on the 2018 PSSA Math. Three of four grade levels increase proficient/advanced scores by 5% or more on 2018 Math PSSA

Accomplishment #6:
Despite budget pressures, OESD has maintained staffing levels over the past five years, not reducing teacher:student ratios. Additionally, a Director of Curriculum and Instruction was hired in 2017, supporting the curriculum revision process and overall improvement of instructional practice.

Accomplishment #7:

The class of 2020 improved proficiency in PSSA math by 14% from 2013 to 2014.

Accomplishment #8:

OESD Keystone Exam proficiency has met or exceeeded state averages for 2018 results.

District Concerns

Concern #1:

Overall percent of students scoring advanced on PSSA Math and ELA PSSA have not increased since 2016. During that time, only 3 grade levels had 20% or more students achieve advanced status in either Math or ELA.

Concern #2:

While percent of students scoring Below Basic in the Math and ELA PSSA have decreased since 2016, the percent of students scoring Basic has been steady.

Concern #3:

While total class sizes have decreased the percent of students requiring individualized education plans has remained steady. Current staff size minimally meets the needs of students in some core instructional areas and grade levels.

Concern #4:

Four of six tested grade levels scored 40% or lower on the 2018 Math PSSA Open Ended Assessments.

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:**
>
> > Overall percent of students scoring advanced on PSSA Math and ELA PSSA have not increased since 2016. During that time, only 3 grade levels had 20% or more students achieve advanced status in either Math or ELA.

While percent of students scoring Below Basic in the Math and ELA PSSA have decreased since 2016, the percent of students scoring Basic has been steady.

....

Four of six tested grade levels scored 40% or lower on the 2018 Math PSSA Open Ended Assessments.

Systemic Challenge #2 *(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.

Aligned Concerns:

Overall percent of students scoring advanced on PSSA Math and ELA PSSA have not increased since 2016. During that time, only 3 grade levels had 20% or more students achieve advanced status in either Math or ELA.

....

While total class sizes have decreased the percent of students requiring individualized education plans has remained steady. Current staff size minimally meets the needs of students in some core instructional areas and grade levels.

....

While percent of students scoring Below Basic in the Math and ELA PSSA have decreased since 2016, the percent of students scoring Basic has been steady.

Systemic Challenge #3 *(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.

Aligned Concerns:

Overall percent of students scoring advanced on PSSA Math and ELA PSSA have not increased since 2016. During that time, only 3 grade levels had 20% or more students achieve advanced status in either Math or ELA.

....

While total class sizes have decreased the percent of students requiring individualized education plans has remained steady. Current staff size minimally meets the needs of students in some core instructional areas and grade levels.

....

While percent of students scoring Below Basic in the Math and ELA PSSA have decreased since 2016, the percent of students scoring Basic has been steady.

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:

Overall percent of students scoring advanced on PSSA Math and ELA PSSA have not increased since 2016. During that time, only 3 grade levels had 20% or more students achieve advanced status in either Math or ELA.

While percent of students scoring Below Basic in the Math and ELA PSSA have decreased since 2016, the percent of students scoring Basic has been steady.

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 barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Completion of B-12 Transition Plan. Development of grade level expectations and practices that demonstrate consistency and scaffold in development.

Specific Targets: PSSA and Keystone data will meet or exceed state averages.

Strategies:

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: http://instructionalcoach.org/about/about-coaching Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development)

SAS Alignment: 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

Implementation Steps:

Professional Development Coaching Model

Description:

Utillzing Teacher Leaders and administration, staff will work collaboratively toward implementation of adopted transformational practices through shared process during professional development periods.

Start Date: 8/1/2018   **End Date:** 6/29/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional Coaching: The Principles of Partnership

Safe Schools Grant Training

Description:

As part of the Safe Schools Program Grant, an expert in the area of Positibe Behavior Support will train staff as points of contacts and local trainings to implement consistent and effective positive behavioral support strategies.

Start Date: 7/1/2018   **End Date:** 6/30/2019

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

Supported Strategies:

- Increased Quality Instructional Time

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Assessment and grading expectations and procedures are reviewed and re-established.

Data review processes between each building are aligned.

Specific Targets: Overall growth in School Performance Profile score.

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

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

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

SAS Alignment: Assessment, Instruction

Assessment / Grading Alignment

Description:

Consistency must be developed in assessment and grading of all students K-12.

SAS Alignment: Assessment

Implementation Steps:

CSIU Guru Implementation

Description:

Integrate CSIU Guronto the data review cycle in both elementary and high school. Ongoing support to be provided to staff annually on the integration of warehouse into data review cycles in both buildings.

Start Date: 8/1/2018   **End Date:** 6/29/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

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

Common Assessment Development

Description:

With the guidance of the Director of Curriculum & Instruction, develop and refine a common assessment schedule for each grade level and content area K-8. On an ongoing annual basis, the schedule will be developed and shared with the public.

Start Date: 7/1/2018   **End Date:** 6/29/2021

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

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

- Assessment / Grading Alignment

Assessment / Grading Alignment

Description:

Develop common assessment strategies and grading techniques K-12. Alignment should be done within and between grade levels and buildings. A progression of complexitiy shall be seen through the agreed upon measures. School community involvement is vital to the full implementation. Purpose and perception of assessments and grading shall be clearly defined through a series of professional development sessions as well as through community meetings. Integrating the new gradebook platform will be part of this process so that faculty, students and parents can access and understand the progress noted for students. This alignment will be shared annually with staff and community.

Start Date: 7/1/2017   **End Date:** 8/28/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Assessment / Grading Alignment

Online Benchmark Assessments

Description:

All students grades K-9 will take the NWEA Map assessment in math, language and reading two to three times per year. Data will be utilized by staff to plan instruction based upon the needs of the students.

Start Date: 7/1/2017   **End Date:** 6/29/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

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

- Assessment / Grading Alignment

Goal #3: 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.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: District demographic data, Climate Surveys and student performance on NWEA assessments.

Specific Targets: Special education referrals will decrease with increase in number of students supported through increased instructional time.

Strategies:

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

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

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Behavior Support

Description:

Positive Behavior Support: District personnel will participate in School Wide Positive Behavior Support trainings offered through Seneca Highlands Intermediate Unit 9 and PaTTAN. These trainings will support our efforts to extend implementation of Positive Behavior Support systems across the three tiers. These trainings will assist staff in the implementation of universal SWPBS systems and supports. In addition, the universal level of support trainings, additional trainings will focus on secondary systems of support (such as Check In Check Out, targeted group counseling and social skills groups). Furthermore trainings addressing tertiary levels of support (Prevent-Teach-Reinforce, Functional Behavior Assessment, and Positive Behavior Support Plans) will occur.

The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support

Plans, and reduce the number of suspensions and reduce or eliminate the use of restraints.

De-escalation: In order to support students with a full range of positive behavior support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors. In order to address those needs, all special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. Furthermore, our district has identified selected staff members to be trained in the Safe Crisis Management Emergency Safety Pervention Intervention strageigies.

School Based Behavioral Health Services: Otto-Eldred School District employees 2 full time school counselors; one a each building within in the district. These counselors work on triaging the mental health concerns of our students. At times they can support weekly support, daily check in/check out or increased parent and teacher communication to service the students. The school counselors also lead or connect such groups as Peer Helpers and SAP teams to students in need. If more intesive support is needed, they connect the families to outside agencies to receive more intensitve supports in the home and/or in the school. Services such as school based mental health counseling is available in the school setting and provided by an outside agency weekly or bi-weekly depending on need. Also, a licensed social worker is contracted through the IU9 to provided weekly support to the 2 Emotional Support classrooms on site. The school district welcomes collaboration with all outside agencies to provied mental health services for students in the realm of TSS, BSC,Mobile Therapy, etc.

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

Program Area(s): Special Education

Supported Strategies: None selected

Safe Schools Grant Training

Description:

As part of the Safe Schools Program Grant, an expert in the area of Positibe Behavior Support will train staff as points of contacts and local trainings to implement consistent and effective positive behavioral support strategies.

Start Date: 7/1/2018   **End Date:** 6/30/2019

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

Supported Strategies: None selected

CSIU Guru Implementation

Description:

Integrate CSIU Guronto the data review cycle in both elementary and high school. Ongoing support to be provided to staff annually on the integration of warehouse into data review cycles in both buildings.

Start Date: 8/1/2018   **End Date:** 6/29/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Online Benchmark Assessments

Description:

All students grades K-9 will take the NWEA Map assessment in math, language and reading two to three times per year. Data will be utilized by staff to plan instruction based upon the needs of the students.

Start Date: 7/1/2017   **End Date:** 6/29/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	**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.**

Start	End	Title	Description
7/1/2018	6/30/2021	Behavior Support	**Positive Behavior Support:** District personnel will participate in School Wide Positive Behavior Support trainings offered through Seneca Highlands Intermediate Unit 9 and PaTTAN. These trainings will support our efforts to extend implementation of Positive Behavior Support systems across the three tiers. These trainings will assist staff in the implementation of universal SWPBS systems and supports. In addition, the universal level of support trainings, additional trainings will focus on secondary systems of support (such as Check In Check Out, targeted group counseling and social skills groups). Furthermore trainings addressing tertiary levels of support (Prevent-Teach-Reinforce, Functional Behavior Assessment, and Positive Behavior Support Plans) will occur. The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, and reduce the number of suspensions and reduce or eliminate the use of restraints. **De-escalation:** In order to support students with a full range of positive behavior

support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors.   In order to address those needs, all special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. Furthermore, our district has identified selected staff members to be trained in the Safe Crisis Management Emergency Safety Pervention Intervention strageigies.

School Based Behavioral Health Services: Otto-Eldred School District employees 2 full time school counselors; one a each building within in the district. These counselors work on triaging the mental health concerns of our students. At times they can support weekly support, daily check in/check out or increased parent and teacher communication to service the students. The school counselors also lead or connect such groups as Peer Helpers and SAP teams to students in need. If more intesive support is needed, they connect the families to outside agencies to receive more intensitve supports in the home and/or in the school. Services such as school based mental health counseling is available in the school setting and provided by an outside agency weekly or bi-weekly depending on need. Also, a licensed social worker is contracted through the IU9 to provided weekly support to the 2 Emotional Support classrooms on site. The school district welcomes collaboration with all outside agencies to provied mental health services for students in the realm of TSS, BSC,Mobile Therapy, etc.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals	7.0	6	12	SCM Trainer	School Entity	No

Knowledge

Positive Behavior Support trainings will provide the school based team guidance on the development and

implementation of School Wide Positive Behavior Support across the tiers of implementation. All staff are trained in de-escalation and behavior management strategies and techniques. Safe Crisis Management trainings including certification in performing ESPI holds is provided to 16 school staff members in both district buildings. This training will provide trained staff with knowledge and skills to effectively prevent, minimize and de-escalate student behavioral incidents.

Supportive Research

Research supported by OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, has demonstrated that when implemented with fidelity School Wide Positive Behavior Support can help reduce student discipline referrals, improve student attendance, and remove various systems levels barriers to student achievement.

The Safe Crisis Management core curriculum utilizes basic principles such as: prompting, differential reinforcement and behavioral momentum that have a strong research history in the applied behavior analytic literature.

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

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

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

Training Format

Series of Workshops
Live Webinar
Professional Learning Communities

Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 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. Participant survey Review of student attendance and performance data. Reduction in the number of student suspensions, restraints and out of district placements

District Level Affirmations

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

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

Affirmed by Cindy Murphy on 4/16/2018

Board President

Affirmed by Matthew Splain on 6/21/2018

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 Cindy Murphy on 4/17/2018

Board President

Affirmed by Matthew Splain on 4/17/2018

Superintendent/Chief Executive Officer