

Shikellamy SD

**District Level Plan**

07/01/2020 - 06/30/2023

# District Profile

---

## Demographics

200 Island Blvd  
Sunbury, PA 17801-1028  
570-286-3721  
Superintendent: Jason Bendle  
Director of Special Education: Stephanie Michaels

## Planning Process

The District is developing a District Level Plan by working comprehensively with the individual school administrators and approximately 18 members of the district and/or community.

## Mission Statement

The mission of the Shikellamy School District is to challenge and excite learners to be all that they can be as responsible citizens for the 21st Century.

## Vision Statement

The Shikellamy School District strives to create an educational environment that is safe, positive, and challenges each student to achieve his or her maximum potential. Through effective teaching practices, fiscal responsibility, and the involvement of parents and caregivers, Shikellamy provides students with lifelong skills that will enable them to be successful in meeting the challenges of a complex global society.

## Shared Values

1. We believe in all students.
2. We believe that all students can learn and achieve.
3. We channel all resources toward having the students meet success.
4. We believe that people are the most essential resource.
5. We believe that all employees strive to do an excellent job.
6. We encourage practical and logical risk taking.
7. We encourage and reward exceptional and/or innovative efforts.
8. We encourage collaboration and organizational ownership.

9. We encourage positive actions and positive reactions.
10. We encourage all employees to model learning and fairness through their actions.
11. We operate as an integral part of our diverse community.
12. We believe that academic excellence is a result of a partnership of caring, involved employees and parents.

By simply publishing these beliefs, the Shikellamy School District does not imply that they are automatically exercised. We must intentionally direct all of our actions to model and practice these beliefs. There will be an ongoing evaluation of our efforts to exemplify an excellent school district using a variety of measures. This process will involve students and members of the community, as well as administrators, teachers and support staff of the school district. To attain excellence, students, parents and the community must be partners with the professional educators, who are acknowledged, through their training, actions and beliefs, as experts on learning.

## Educational Community

The Shikellamy School District is a political unit of six subdivisions, rich in recreation, based on a solid foundation of business and agriculture, boasting a wide range of community services, religious experiences, historical sites, and educational opportunities.

Located within our district are two post-secondary educational institutes: Lackawanna College and Triangle Tech. In close approximation to the Shikellamy School District, is [Bucknell University](#) - Lewisburg, Pennsylvania; [Susquehanna University](#) - Selinsgrove, Pennsylvania; and [Bloomsburg University](#) - Bloomsburg, Pennsylvania. [Pennsylvania College of Technology](#) is also within commuting distance to the area.

In addition to providing excellent opportunities for post-high school education, these institutions provide a network of cultural programs unique in the area as well as access to excellent higher educational library facilities.

The economy of the Shikellamy School District is greatly diversified with manufacturing as the major source of employment. The products of the district include: baked goods, concrete products, electro-mechanical components, wire rope, dairy products, fabrics, flush wood doors, juice drinks and vegetables, drop-forgings, and athletic mats, to name just a few.

Commercial activity includes retail stores, service, and wholesale establishments. One of the largest family owned grocery chains on the East Coast, Weis Markets, was founded and maintains its corporate headquarters in the Shikellamy School District. There is a shopping plaza located within the Sunbury city limits, and the downtown business communities of both Northumberland and Sunbury provide a complete compliment of retail merchants, along with a healthy financial community. The Shikellamy School District is the third largest employer in the district.

With numerous locally owned and operated businesses there is a full selection of modern chain stores and a unique agricultural segment of the economy which provides local produce and meats, practical and

traditional arts, crafts and skills to the area and maintains communication with neighbors and friends in order to preserve the rich, cultural past of its agricultural heritage.

Dairy, poultry, and livestock enterprises dominate the character of agricultural activity in the district. Poultry farming is the largest source of agricultural income in Northumberland County. Dairy and livestock farms are generally family-type operations, which range in size from 100 to 200 acres. Production includes small grains, such as corn and hay. The production of vegetable processing crops, such as tomatoes, peas, string beans, sweet corn and potatoes have been increased as evidenced by the existence of a major canning company within the district. The district also boasts both print and electronic media services and a host of public utilities.

## Planning Committee

Name	Role
Roy Burns	Administrator : Professional Education
Michael Egan	Administrator : Professional Education Special Education
Angela Farronato	Administrator : Professional Education
Mary Murphy-Kahn	Administrator
Todd VanKirk	Administrator : Professional Education
Abbey Walshaw-Wertz	Administrator
Philip Campbell	Business Representative : Professional Education
Joanne Sloneem	Business Representative : Professional Education
Janice Adair	Community Representative : Professional Education
Tara Sprenkel	Community Representative : Professional Education
Wendy Arnold	Ed Specialist - Other : Professional Education Special Education
Jordan Rickert	Ed Specialist - School Counselor
Jayme Allar	Elementary School Teacher - Regular Education : Professional Education
Kristin Bingaman	Elementary School Teacher - Regular Education : Professional Education
Mary Anna Rebar	Elementary School Teacher - Regular Education : Professional Education
Elizabeth Rohrbach	Elementary School Teacher - Regular Education : Professional Education
Katie Stover	Elementary School Teacher - Regular Education : Professional Education
Alicia Differ	High School Teacher - Regular Education : Professional Education

Alexis Gundrum	High School Teacher - Regular Education : Professional Education
Colleen Ruths	High School Teacher - Regular Education : Professional Education
Holly Roshon	High School Teacher - Special Education : Special Education
Jane Reichenbach	Instructional Coach/Mentor Librarian : Professional Education
Phyllis Haskins	Middle School Teacher - Regular Education : Professional Education
Debbie McLaughlin	Middle School Teacher - Regular Education : Professional Education Special Education
Jessica Ackley	Parent : Professional Education
Tina Hollister	Parent : Special Education
Diane VanKirk	Parent : Professional Education
Danielle Williams	Parent : Professional Education
Stephanie Michaels	Special Education Director/Specialist : 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	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Developing
School Climate	Developing	Developing

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

Shikellamy School District does not have a Family and Consumer Science program at the elementary level.

#### 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, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

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

Shikellamy School District does not have a Family and Consumer Science program at the elementary level.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
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	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Accomplished	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished

School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

Shikellamy School District does not have a Family and Consumer Science program at the middle level.

### High School Level

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

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

*This narrative is empty.*

### *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:

N/A

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

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

Shikellamy School District follows a five year curriculum review cycle. During that time, committees of teachers and administrators review data, identify strengths and needs, assess current resources, and revise curriculum as necessary. In addition to this formalized process, at the primary level, grade level meetings are held to review assessment data, discuss instructional strategies, and collaborate several times per year.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Shikellamy School District follows a five year curriculum review cycle. During that time, committees of teachers and administrators review data, identify strengths and needs, assess current resources, and revise curriculum as necessary. In addition to this formalized process, at the intermediate level, grade level meetings are held to review assessment data, discuss instructional strategies, and collaborate several times per year.

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.	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:

Shikellamy School District follows a five year curriculum review cycle. During that time, committees of teachers and administrators review data, identify strengths and needs, assess current resources, and revise curriculum as necessary. In addition to this formalized process, at the middle level, department meetings are held to review assessment data, discuss instructional strategies, and collaborate several times per year.

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

Shikellamy School District follows a five year curriculum review cycle. During that time, committees of teachers and administrators review data, identify strengths and needs, assess current resources, and revise curriculum as necessary. In addition to this formalized process, at the middle level, department meetings are held to review assessment data, discuss instructional strategies, and collaborate several times per year.

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.

All schools in the Shikellamy School District are moving toward an inclusionary environment for all students. The modifications and adaptations are collaboratively developed with regular education and special education teachers, working together to develop learning activities that will enable all students to be successful. Teams of teachers, counselors, school psychologists, and administration meet monthly to check student progress, screen students, and develop regular education plans for students who need them. For students who may need additional supports, students may be referred for a special education evaluation.

## **Instruction**

### *Instructional Strategies*

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

#### *Checked Answers*

- Administrators
- Building Supervisors

#### *Unchecked Answers*

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Aligned with the Shikellamy procedure for teacher evaluations, administrators complete formal classroom observations that are focused on instruction. Teachers are scheduled for a number of observations during the school year depending on the number of years of experience. The teacher is informed of the observation date and fills out a pre-observation form. He/she will submit the form prior to the observation. After reviewing the pre-observation form, the administrator will clarify any questions or concerns with the

teacher prior to the observation. Within six days after the formal observation date, the administrator will conference with the teacher and review the visit.

Informal observations are done through walkthroughs. Principals are visible and accessible in all classrooms on a regular basis.

Student Learning Objectives also provide a method to ensure that standards aligned instruction and consistency occurred across the district.

The regular lesson plan review is standard for all six buildings in the district. Non-tenured teachers submit lesson plans to their building administrators for every six day cycle. At all times, teachers must have their lesson plans accessible for any administrator and/or district administrator to peruse.

During the school year, central office administrators also complete formal observations.

For first year teachers, mentor teachers provide peer evaluation and coaching.

Additionally, at the elementary level, Title I reading specialists periodically employ instructional coaching by modeling best practices in literacy instruction in the regular education practices.

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**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 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.	Full Implementation

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

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
--------------------------------	---------------

Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 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.	Full Implementation

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.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 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.	Full Implementation

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

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	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.	Full Implementation
--	---------------------

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

*This narrative is empty.*

### ***Recruitment***

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

A rigorous screening and interview process is used when the district needs to fill an instructional opening. A committee reviews application packets, ranking the candidates based on their qualifications. The committee also conducts the interviews and rates the candidates before recommending one or several finalists to the Board of Education. When developing student schedules, administrators do their best to align student needs with teacher strengths.

### **Assessments**

#### ***Local Graduation Requirements***

<b>Course Completion</b>	<b>SY 20/21</b>	<b>SY 21/22</b>	<b>SY 22/23</b>
Total Courses	26.00		
English	4.00		
Mathematics	4.00		
Social Studies	4.00		
Science	4.00		
Physical Education	3.00		
Health	2.00		
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.50		
Electives	5.00		
Minimum % Grade Required for Credit (Numerical Answer)	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*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities		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				
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				X
World Language		X				

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA		X	X	
PASA		X	X	X
Textbook-based assessments	X	X	X	X

Keystone Assessments			X	X
----------------------	--	--	---	---

### Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Acadience	X	X		
Study Island Benchmarks			X	X
Teacher Developed Common Assessments		X	X	X
PDE Classroom Diagnostic Assessments		X	X	X
Math Fluency Probes	X	X		

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Progress Monitoring	X	X	X	X
Textbook assessments	X	X	X	X
Teacher-Developed Common Assessments		X	X	X
PDE Classroom Diagnostic Assessments		X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
PDE Classroom Diagnostic Assessments		X	X	X
Diagnostic Reading Assessments	X	X		
Running Records	X	X	X	X
DIBELS DEEP	X	X		

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

The school administrators develop grade level data teams in grades K-5. In grades 6-12, data is reviewed by department. Each team reviews the assessment data to formulate

strengths and weaknesses. Instruction is targeted to build on strengths while providing support to decrease deficits.

### *Development and Validation of Local Assessments*

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

*This narrative is empty.*

### *Collection and Dissemination*

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

District administrators collect data (such as PSSA, PVAAS, etc.) and disseminate the information to the building administrators. Each school year, professional development days are organized in order for teachers to work individually and collaboratively to analyze the information and plan for future instruction. This analysis of data is critical to recognize and address student learning needs. Especially in inclusion classrooms, co-teachers need significant data to collaboratively plan for all students. Through data analysis, the instructional teams can target the needs of students.

### *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.

Teachers work individually and collaboratively to analyze the information and plan for future instruction. This analysis of data is critical to recognize and address student learning needs. During the analysis, teachers look for whole group trends that will drive whole class instruction and individual student's strengths and weaknesses to provide students with small group or individual interventions as needed.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	X	X	X	X

assessment anchors, eligible content or standards-aligned learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Grade level and department teams meet to analyze assessment data several times throughout the year. At-risk students are identified, interventions are administered, and progress monitoring occurs.

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

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

The District provides residents with the results of the summative assessment scores each year via the district website. Additionally, a summary is shared with the school board during a public meeting. Individual student results are also sent home to parents.

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

As a district, we will continue to refine how we distribute and explain summative assessment results to the public, including exploring the use of local media.

## 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.

Schools designated as "in need" are provided with a full-time school counselor that works to meet the needs of students using a variety of strategies including individual and small group counseling, social skills groups, before school tutoring, parent-teacher meetings, truancy elimination plan meetings, and whole group instruction.

At each of our six buildings, a child study team consisting of teachers, school counselors, a school psychologist, and administrators meet to discuss student achievement, and social, emotional, and behavioral needs and plan targeted intervention for those who are identified as at-risk.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X

Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

In August 2019, the district created a Shikellamy Police force in lieu of School Resource Officers.

### *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 publishes annual notices in local newspapers, handbooks, school calendar and website the gifted education services and programs offered gifted services.

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

Based on both formal and informal assessment data, classroom teachers (along with parents) can refer students to the school counselor to complete a screening for students. After the screening is completed, a meeting is held with parents and, depending on the findings, students are recommended for a full evaluation by the school psychologist.

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

The GMDT shall be formed on the basis of the student's needs and shall be comprised of the student's parents/guardians; a certified school psychologist; persons familiar with the student's educational experience and performance; one or more of the student's current teachers; persons trained in the appropriate evaluation techniques; and, when possible, persons familiar with the student's cultural background.

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

Gifted programs are offered K-12 which encompass acceleration and enrichment. Teams meet annually to discuss goals and plans for students on an annual basis. Students meet with the teacher as part of their itinerant schedule in the elementary, and during scheduled periods in middle and high school settings.

### *Developmental Services*

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

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison		X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
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			X	
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

We have family based counseling available at the middle school.

### ***Communication of Educational Opportunities***

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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



District Social Media Site	X	X	X	X
----------------------------	---	---	---	---

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	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				
Newsletters				
School Calendar				
Student Handbook	X	X	X	X
Alert Now System	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.

Extensive collaboration exists between classroom teachers and individuals providing interventions to meet the individual needs of students. Regular education and special education teachers collaborate in planning instruction, homework, tests, quizzes, and projects. Both teachers monitor student learning and make appropriate modifications and adaptations.

### *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

Shikellamy School District facilitates the 21st Century Community Learning Centers in all six of its schools. One cohort in this federal program is currently for grades 6-8. This after-school program encompasses a tutoring section along with learning experiences from physical activities to academic enrichment programs aligned with the STEAM concept. Another cohort targeting grades 3-5 focuses on STEM activities after school and grades 9-12 for credit recovery. An additional cohort addresses STEAM activities in Grades K-2 and is facilitated in partnership with the United Way. All cohorts meet four days per week for three hours per day for 36 weeks.

### *Preschool Agency Coordination*

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

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

The district collaborates with the CSIU early intervention program to identify pre-school age students with disabilities.

The LEA houses two Headstart programs and one PreK Counts program within three of its four elementary buildings.

Additionally, the district has worked with United Way on a Transition to Kindergarten program. The orientation program is held for several weeks prior to the start of school. Targeting students who may need additional support in transitioning to kindergarten, the program services approximately 20 students from across the school

district. It is taught by several Shikellamy teachers.

## 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.

The district uses the Treasures reading and Envision Math resources. Additionally, supplementary literary works have been purchased to increase student motivation, performance, and to accommodate diverse educational needs. Grade level meetings are held regularly with teachers across the school district to ensure that the materials and resources are used to support the instruction in the PA Core Standards.

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.

The district uses the Treasures reading and EnvisionMath resources. Additionally, supplementary literary works have been purchased to increase student motivation, performance, and to accommodate diverse educational needs. Grade level meetings are held regularly with teachers across the school district to ensure that the materials and resources are used to support the instruction in the PA Core Standards.

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

*This narrative is empty.*

### **Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

The district uses the Treasures reading series in grade 6. Grades 7 and 8 use the Glencoe Literature series (purchased in 2013). Additionally, additional common literary works have been purchased to increase student motivation, performance, and to accommodate diverse educational needs. Envision Math resources are used in grades 6-8. Department meetings are held regularly with teachers across the school district to ensure that the materials and resources are used to support the instruction in the PA Core Standards.

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

The district uses the Glencoe Literature series (purchased in 2013) and Prentice Hall Math textbooks. Resource materials were purchased specifically to instruct and assess in Keystone Eligible Content. Department meetings are held regularly with teachers across the school district to ensure that the materials and resources are used to support the instruction in the PA Core Standards.

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**

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

	district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler thru Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected

While the district does not have a Family and Consumer Science program at the elementary level, we look for ways to incorporate the standards into other instructional areas.

### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation

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

Further explanation for columns selected

While the district does not have a Family and Consumer Science program at the elementary level, we look for ways to incorporate the standards into other instructional areas.

### Middle Level

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



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

Further explanation for columns selected

While the district does not have a Family and Consumer Science program at the middle level, we look for ways to incorporate the standards into other instructional areas.

**High School Level**

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

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

Further explanation for columns selected

*This narrative is empty.*

### ***Early Warning System***

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

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

## Professional Education

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.

In order to give classroom teachers input regarding their own professional development, the district has developed an Act 48 Committee which looks at teacher needs for

professional development and dovetails each in-service throughout the year to the needs of the teachers. In the past few years, the committee has invited specialists from the Intermediate Unit to train teachers on the concept of disability awareness, impact of poverty on learners, and executive functioning. The committee has facilitated In-district trainers to provide professional development on literacy strategies, integrating instructional technology, de-escalation strategies and safe crisis management. Based on district needs and staff input, we have developed foundational training workshops which all staff members must take on a regular basis. These trainings include; Disability Awareness, The Impact of Poverty on Students, Classroom/De-Escalation Strategies, Technology Basics, Professional Communication with Parents and Colleagues.

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

*This narrative is empty.*

### ***Professional Development*** ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA has conducted the required training on:
12/1/2013 Beginning in 2013, all new and existing staff members receive three hours of training every 5 years. District logs this training.
The LEA plans to conduct the required training on approximately:
7/1/2020 Ongoing for new and existing employees

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.

<b>Questions</b>
The LEA has conducted the training on:
8/25/2015 All current employees were trained on August 25, 2015
The LEA plans to conduct the training on approximately:
7/1/2020 District will have two Question, Persuade, Refer (QPR)- certified trainers on staff to provide necessary training to both middle school and high school staff.

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.

<b>Questions</b>
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.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

#### *Unchecked answers*

*None.*

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

The Act 48 committee is comprised of the superintendent, Director of Education, Director of Special Education, principals and teachers from each of the buildings in the district. As a team, we examine the needs of the district in terms of professional development and plan accordingly. By grade level and department, data is analyzed to target instructional areas that need strengthening. If teachers need additional support, they communicate with their Act 48 representative or an administrator to express this need. For example, several trainings were organized on text dependent analysis based on student assessment results, classroom observations, and teacher input. After each training, teachers evaluate the effectiveness of the training. We use our observation scores from PA-Estep to evaluate and target our professional development.

All teachers are required to complete an online ALICE course annually. Additionally,

teachers are required to participate in training on technology, communication, poverty awareness, disability awareness, and de-escalation strategies every five years.

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

### *Induction Program*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

Each month, the inductees meet with the Director of Education, Superintendent and/or their Building Principal to discuss different topics as described below. The group addresses a topic or two per month and focuses on certain components of their teaching. New teachers will also participate monthly in an online discussion community facilitated by district administration. New teachers are formally observed by

administration and given constructive feedback multiple times for the first three years of their teaching assignment until they are granted tenure.

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

*This narrative is empty.*

### ***Needs of Inductees***

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

As part of the induction process, the inductees meet with the administrator who observed them during the six post-evaluation conferences to discuss successes and weaknesses in the classroom. Inductees meet on a regular basis with colleagues and administrators to review



both formative and summative classroom data. Building administrators review the submitted lesson plans of new teachers once every six day cycle. The Danielson model is used as a framework to evaluate instruction for all staff members.

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

*This narrative is empty.*

### ***Mentor Characteristics***

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

#### *Unchecked answers*

- 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).

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

Mentors represent those individuals that are experienced and highly - qualified master teachers.

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

Highly - qualified master teachers are selected to serve as mentors for our new teachers. They have demonstrated communication and listening skills, coaching and conferencing skills, and problem-solving skills. We will continue to explore ways to further train our mentors as necessary.

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

If necessary, provide further explanation.

New teachers meet at least monthly with mentors, building, and district administration to address these topics.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Inductees are given a needs assessment survey at the beginning and end of the induction program. These surveys help new teachers to reflect on their own areas of strength and need and allow the district to create a program responsive to the needs of the new teachers. Also, the end of induction program serves as an evaluation tool for the effectiveness of the Induction program.

### *Recording Process*

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.

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

*Unchecked answers*

*None.*

# 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:

After reviewing school level accomplishments and systematic challenges, the consistent accomplishments of the Shikellamy School District appear to be attendance and participation. The data supports this assertion in 2011-12, the attendance rate was at 94% exceeding the NCLB target. With regard to participation, 100% of students participated in both the math and reading assessment and all subgroups met or exceeded the NCLB target for participation.

In reviewing systematic challenges, two challenges that were identified across buildings were establishing a system within the school 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 and establishing a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Both external and internal sources of data support the accomplishments and the challenges identified.

## District Accomplishments

### Accomplishment #1:

---

There is moderate evidence that the district exceeded the standard for PA Academic Growth according to the 3 year average in math in grades 4-8.

### Accomplishment #2:

---

All elementary schools exceeded the state average in performance on the PSSA science test in fourth grade.

### Accomplishment #3:

---

There is evidence that the district met or exceeded the standard for PA Academic Growth in science in grades 4 and 8.

#### **Accomplishment #4:**

District has adequate technology resources, professional development and mentoring.

## **District Concerns**

#### **Concern #1:**

District lacks a system that fully ensures a safe and supportive environment for all students.

#### **Concern #2:**

District lacks a system that fully ensures districtwide and schoolwide use of data is focused on school improvement and the academic growth of all students

#### **Concern #3:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

## **Prioritized Systemic Challenges**

**Systemic Challenge #1** (*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:**

District lacks a system that fully ensures a safe and supportive environment for all students.

District lacks a system that fully ensures districtwide and schoolwide use of data is focused on school improvement and the academic growth of all students

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Systemic Challenge #2** (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Aligned Concerns:**

District lacks a system that fully ensures a safe and supportive environment for all students.

---

District lacks a system that fully ensures districtwide and schoolwide use of data is focused on school improvement and the academic growth of all students

---

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Systemic Challenge #3** (*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:**

District lacks a system that fully ensures districtwide and schoolwide use of data is focused on school improvement and the academic growth of all students

---

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

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

**Aligned Concerns:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

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

**Aligned Concerns:**

District lacks a system that fully ensures a safe and supportive environment for all students.

# 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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

### Indicators of Effectiveness:

Type: Interim

Data Source: Walkthrough Observation Data

Specific Targets: Increased use of best instructional practices

Type: Annual

Data Source: Graduation rate

Specific Targets: Increased graduation rate

Type: Interim

Data Source: Benchmark Assessment Data

Specific Targets: Increase student academic growth

Type: Annual

Data Source: Summative Assessment Data (PSSA and Keystone Exams)

Specific Targets: Increase student academic growth

Type: Interim

Data Source: Formal observation data

Specific Targets: Increased use of best instructional practices

### 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/dddmg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_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](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/dddmg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### **Implementation Steps:**

### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data*

**Description:**

Systematic professional dialogue and training data analysis using specific tools such as: PVAAS, Acadience, and Classroom Diagnostic Tests .

**Start Date:** 9/3/2019    **End Date:** 6/28/2022

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**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 barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PVAAS

Specific Targets: Increase academic growth

***Strategies:******Implementation Steps:***

# Appendix: Professional Development Implementation Step Details

---

*No Professional Development Implementation Steps have been identified for Shikellamy SD.*

# District Level Affirmations

---

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

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

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Superintendent/Chief Executive Officer*

---