

Hempfield School District

District Level Comprehensive Plan

07/01/2015 - 06/30/2018

Approved November 11, 2014

District Profile

Demographics

200 Church St
Landisville, PA 17538
(717)898-5560
Superintendent: Brenda Becker
Director of Special Education: Denise Galen

Planning Process

Comprehensive Planning for this next cycle of strategic work commenced in the Summer of 2013, with principals preparing to guide their respective buildings through school-wide improvement planning using a modified version of the school-based comprehensive planning tool. By October of 2013, each school in our district had identified areas of strength and concern, prioritized areas that needed improvement, developed action plans to address the areas of concern, and implemented actions at the building level. Each plan was shared with the assistant superintendent in charge of supervising principals; the assistant superintendent and principals revisited these plans regularly during goal meetings throughout the year to discuss the status of action step implementation with a focus on progress monitoring and adjustments to actions as the year unfolded. Also in the Fall of 2013, the Director of Special Education convened a process involving internal and external stakeholders to complete the portion of comprehensive planning related to Special Education, given that this aspect of the comprehensive plan needed to be presented the Board in the spring and submitted to the state by May, 2014

In the spring of 2014, the assistant superintendent convened a district level steering committee comprised of educators from across the system as well as two board members, parents, business community representatives, and other members of the school community. This committee met during four evenings between June and October; in addition to working through a series of steps to refine the district mission and vision statements and update the district's shared value statements and description of the educational community, this team also functioned as the professional development subcommittee for the planning process. During the four months the group was active, the committee responded to questions related to curriculum development, instructional practices, technology integration, and strategies focused on improving communication and partnerships between home and school and contributed to the district administration suggestions for actions steps related to professional development needs to be addressed in this next round of comprehensive planning.

During the summer of 2014, building principals reviewed the 2014 state and other district-approved assessment results from the 2013-14 school year in preparation for the next round of school-based improvement planning, which was completed in each building during August and September. The district administration analyzed the SWIP plans developed for 2013-14 and 2014-15 to ascertain district trends with respect to strengths, accomplishments, concerns, and needs. Additionally, all district professional staff were surveyed in August of 2014 to determine perceived professional development needs for the coming year and beyond – data from this survey were factored into professional development action planning, along with suggestions from individual school's school improvement plans and the input provided by the comprehensive steering committee that also functioned as the professional development committee. Furthermore, members of the district administration convened groups of internal stakeholders throughout the Summer of 2014 to review data specific to different aspects of the Core Foundations and Needs Assessment sections of the Comprehensive Planning tool and to complete these sections of the plan.

The comprehensive plan draft was made available for public viewing in the district and the Mountville Public Library on Monday, October 13, 2014 and was presented to the HSD Board of School Directors in a public meeting on Tuesday, October 14, 2014. The Board voted to approve the Comprehensive Plan on Tuesday, November 11, 2014 at the regular voting meeting.

Mission Statement

Hempfield School District Mission:

To provide safe environments and responsive programs that inspire all students to become lifelong learners and contributing citizens in a global society.

Vision Statement

Hempfield School District Vision:

Personal growth, achievement, and success for every student!

Shared Values

The Hempfield School District believes that effective schools:

- Are built on a foundation of trust and honest communication
- Provide safe, caring environments where educational risk-taking and growth occur for all students and staff
- Provide learning experiences that address the needs of the “whole child”
- Are places where high expectations and appropriate resources and supports exist for all students
- Engage all students in rigorous learning experiences that are responsive to their strengths, needs, interests, and backgrounds
- Use data effectively to make educational decisions and drive instruction
- Employ innovative methods and technology to prepare students for 21st Century life
- Value diversity as a source of pride and strength
- Engage and collaborate with families and community to meet the needs of all students

Educational Community

Hempfield School District is a suburban community situated five miles west of the city of Lancaster and approximately 30 miles southeast of Harrisburg, Pennsylvania’s state capital. Steeped in Lancaster County origins that date Hempfield to 1729, the district is comprised of two townships, East Hempfield and West Hempfield, and

two boroughs, East Petersburg and Mountville. More than 46,000 residents live in Hempfield School District and approximately 7,000 students attend one of seven elementary schools, two middle schools, and one high school.

From small town railroad crossings to commercial shopping centers and great expanses of farmland, Hempfield's geography attracts a diverse workforce, creating a community with a rich blend of agricultural, blue collar, and professional backgrounds. High atop Ironville Park, one of the tallest points in the region, it is possible to view all 44.2 square miles that comprise Hempfield School District. Populating the spaces between farmland are desirable housing opportunities for families and senior citizens that include rental apartments and townhouses, multi-family duplexes, single family and luxury homes, and retirement communities. Major area employers include the Hempfield School District, Kellogg USA, Lancaster General Hospital, QVC, Lowes, and Nissin Foods USA. Business and industry continue to thrive, attracted to the area by its proximity to major metropolitan areas and freeways to accommodate product distribution.

The school district and community are proud of the rigorous, robust curriculum offerings and high quality of instruction to which students have access, as well as the arts, PIAA athletic, and other extracurricular opportunities available. Hempfield School District employs a curriculum review and revision process, ensuring the provision of learning experiences that challenge the capabilities of every student and stimulate independent thought, self-expression, self-discipline, clear communication, and a respect for all learning experiences. Moreover, Hempfield School District provides extracurricular and cultural enrichment to enhance the student's life experience. We provide activities for our students to learn how to get along with others, how to be socially, emotionally, and physically healthy and how to develop talents in a variety of areas.

Hempfield students generally score significantly above the mean on state and national assessments. We annually graduate more than 91% of our students, and approximately 70% of our graduates go on to continue their education beyond high school. Our district celebrates an increasingly diverse population, with minority ethnicities currently comprising about 25% of our students, and approximately 28.4% of our student population is classified as economically disadvantaged. Student needs have also grown in the following areas: 8% receive gifted education support, more than 19% qualify for special education services, and almost 4% are supported as English Language Learners (ELLs).

To address the unique challenges of the approximately 550 students that enter our sizeable high school each year, Hempfield freshmen are enrolled in the team-based 9th Grade Academy, which is designed to help them realize a positive transition from middle school to high school academics and life. Additionally, our district successfully operates the Landisville Education Center, an alternative education program serving selected students in grades seven through 12 who need more individualized supports to realize their full potential.

The realization of ongoing growth, achievement, and success for every student is dependent upon a faculty, administration, school board, family households, and a community that display awareness, understanding, and commitment to this vision. By striving to achieve this goal, Hempfield School District encourages each student to become an effective and contributing member of society. Local pride in the public school system is a significant strength and our schools are the beneficiaries of constant support provided by parents and the Hempfield community.

Planning Committee

Name	Role
Christopher Adams	Administrator
Mark Ashley	Secondary School Teacher - Regular Education

Lauren Barley	Business Representative
Kristie Beatty	Middle School Teacher - Special Education
Rick Bentley	Administrator
James Dague	Administrator
Kathy Dinkel	Administrator
Daniel Doutrich	Elementary School Teacher - Regular Education
Drue Feilmeier	Student Curriculum Director/Specialist
Garry Fuhrman	Secondary School Teacher - Special Education
Denise Galen	Special Education Director/Specialist
Meredith Goodrich	Administrator
Michael Graham	Instructional Technology Director/Specialist
Frances Haldeman	Business Representative
Ralph Heister	Secondary School Teacher - Regular Education
Shannon Hess	Elementary School Teacher - Regular Education
Candice Highfield	Ed Specialist - Social Restoration
Diane Kargo	Parent
Jennifer Landis	Parent
Eileen Little	Elementary School Teacher - Special Education
David Martin	Middle School Teacher - Regular Education
James Maurer	Board Member
Sarah Metz	Ed Specialist - School Counselor
Jennifer Meyer	Elementary School Teacher - Regular Education
Christopher Miller	Community Representative
Tab Musser	Student Services Director/Specialist
Pamela Oleksa	Parent
William Otto	Board Member
Mark Reinhardt	Administrator
Michael Resh	Ed Specialist - School Counselor
Ann Rieker	Parent
Wilbur Stout	Administrator
Kathleen Swantner	Administrator
Melissa Swarr	Secondary School Teacher - Regular Education
Bruce Weaver	Community Representative
Shannon Zimmerman	Administrator
Karen Zutell	Secondary School Teacher - Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	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
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Accomplished
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	Developing	Accomplished
Career Education and Work	Developing	Accomplished

Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	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	Developing	Accomplished
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	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	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	Developing	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Accomplished

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Developing	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	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	Developing	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Accomplished

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities

Elementary Education-Intermediate Level

- Arts and Humanities

Middle Level

- Arts and Humanities

High School Level

- Arts and Humanities

Explanation for any standards checked:

The Hempfield School District has aligned its written curriculum with Pennsylvania's thirteen sets of standards for academic achievement, including the PA Core Standards for mathematics and English/Language Arts (K-12). We have not developed additional standards nor attempted to improve the standards as we believe it is essential that we are well aligned with the standards as presented by the state, particularly in areas that are evaluated via the use of state assessments. In the areas of art, music and world languages, our teachers have also used their national standards to compliment, expand, and/or clarify grade-appropriate big ideas, concepts and competences.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

In the Spring of 2010 our Board of School Directors approved a 6-year Curriculum Audit and Revision Cycle. The cycle is designed to strengthen standards-aligned systems at the district, school, grade/course, classroom and individual student levels. While this cycle is nimble and flexible so that we are able to be responsive to PDE mandates, it does provide for a more equitable use of time, human, and fiscal resources to keep our academic programs (including local assessments) current.

Hempfield uses the Understanding by Design (UbD) framework for thinking about and documenting our standards-aligned curriculum. All academic departments have created a graphic organizer of common

standards aligned units of study for all students, in all subject areas, and in all grades and courses. Lesson topics and an approximate time allocation for each unit is noted as well. These "Year-at-a-Glance" documents (YAGs) are posted on our internal curriculum SharePoint site for easy access by all HSD staff members. We also post them on our public website so families and community members have easy access to this information.

UbD Stage 1 requires that teachers clearly articulate what the standards indicate students need to know, understand, and be able to do by the end of a given grade or course. We use unit level, know-understand-do charts (unit KUDs) to clearly articulate these big ideas, concepts and competencies expected to be mastered by the end of a given unit of study. Due to the nature of the cycle, all unit KUD Charts except those for science, which will be finished by the end of the 2014-15 school year, have been completed and posted. Our current focus across the system, UbD Stage 2 - Assessment, involves creating and using a minimum of two common, curriculum-based, summative assessments for every unit, in every course, and in every grade level. These assessments are being designed to mirror the format and rigor of the PSSA while also including an authentic, performance-based option for students to show what they know, understand, and can do.

UbD Stage 3 focuses on instruction. Over the past three years, Hempfield has implemented a literacy-rich, K-6 social studies program, aligned its K-6 math program with the PA Core standards for Mathematics, and enhanced the materials and resources used in our Reading/Writing Workshop instructional delivery model. This coming year, the district will be auditing and selecting a new/updated elementary science program that will be used to engage students in mastering the big ideas, concepts, and competencies outlined on science unit KUD charts. In addition, Lesson Topic Sequence Charts and Lesson Plans reflecting best practices as outlined in the Danielson's Framework for Teaching will become a part of our written curriculum and posted to our internal SharePoint site for easy access by all administrators and teachers.

The UbD framework is a comprehensive model for strengthening standards aligned systems at the district, school, grade/course, classroom and individual student levels.

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.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

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UbD Stage 1 requires that teachers clearly articulate what the standards indicate students need to know, understand, and be able to do by the end of a given grade or course. We use unit level, know-understand-do charts (unit KUDs) to clearly articulate these big ideas, concepts and competencies expected to be mastered by the end of a given unit of study. Due to the nature of the cycle, all unit KUD Charts except those for science, which will be finished by the end of the 2014-15 school year, have been completed and posted. Our current focus across the system, UbD Stage 2 - Assessment, involves creating and using a minimum of two common, curriculum-based, summative assessments for every unit, in every course, and in every grade level. These assessments are being designed to mirror the format and rigor of the PSSA while also including an authentic, performance-based option for students to show what they know, understand, and can do.

UbD Stage 3 focuses on instruction. Over the past three years, Hempfield has implemented a literacy-rich, K-6 social studies program, aligned its K-6 math program with the PA Core standards for Mathematics, and enhanced the materials and resources used in our Reading/Writing Workshop instructional delivery model. This coming year, the district will be auditing and selecting a new/updated elementary science program that will be used to engage students in mastering the big ideas, concepts, and competencies outlined on science unit KUD charts. In addition, Lesson Topic Sequence Charts and Lesson Plans reflecting best practices as outlined in the Danielson's Framework for Teaching will become a part of our written curriculum and posted to our internal SharePoint site for easy access by all administrators and teachers.

The UbD framework is a comprehensive model for strengthening standards aligned systems at the district, school, grade/course, classroom and individual student levels.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

In the Spring of 2010 our Board of School Directors approved a 6-year Curriculum Audit and Revision Cycle. The cycle is designed to strengthen standards-aligned systems at the district, school, grade/course, classroom and individual student levels. While this cycle is nimble and flexible so that we are able to be responsive to PDE mandates, it does provide for a more equitable use of time, human, and fiscal resources to keep our academic programs (including local assessments) current.

Hempfield uses the Understanding by Design (UbD) framework for thinking about and documenting our standards-aligned curriculum. All academic departments have created a graphic organizer of common standards aligned units of study for all students, in all subject areas, and in all grades and courses. Lesson topics and an approximate time allocation for each unit is noted as well. These "Year-at-a-Glance" documents (YAGs) are posted on our internal curriculum SharePoint site for easy access by all HSD staff members. We also post them on our public website so families and community members have easy access to this information.

UbD Stage 1 requires that teachers clearly articulate what the standards indicate students need to know, understand, and be able to do by the end of a given grade or course. We use unit level, know-understand-do charts (unit KUDs) to clearly articulate these big ideas, concepts and competencies expected to be mastered by the end of a given unit of study. Due to the nature of the cycle, all unit KUD Charts except those for science, which will be finished by the end of the 2014-15 school year, have been completed and posted.

Our current focus across the system, UbD Stage 2 - Assessment, involves creating and using a minimum of two common, curriculum-based, summative assessments for every unit, in every course, and in every grade level. These assessments are being designed to mirror the format and rigor of the PSSA while also including an authentic, performance-based option for students to show what they know, understand, and can do.

UbD Stage 3 focuses on instruction. Recently, we adopted the Big Ideas Math program for use in grade 7 & 8 Pre-Algebra and Foundations of Math courses, which are aligned with the PA Core Standards for Mathematics. In addition, the READ 180 program has been selected and is being used with our most struggling middle level readers. This coming year, we will be exploring a new middle school science program that will be used to engage students in mastering the big ideas, concepts, and competencies outlined on science unit KUD charts. In addition Lesson Topic Sequence Charts and Lesson Plans reflecting best practices as outlined in Danielson's Framework for Teaching will become a part of our written curriculum and posted to our internal SharePoint site for easy access by all stakeholders.

The UbD framework is a comprehensive model for strengthening standards aligned systems at the district, school, grade/course, classroom and individual student levels.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

In the Spring of 2010 our Board of School Directors approved a 6-year Curriculum Audit and Revision Cycle. The cycle is designed to strengthen standards-aligned systems at the district, school, grade/course, classroom and individual student levels. While this cycle is nimble and flexible so that we are able to be responsive to PDE mandates, it does provide for a more equitable use of time, human, and fiscal resources to keep our academic programs (including local assessments) current.

Hempfield uses the Understanding by Design (UbD) framework for thinking about and documenting our standards-aligned curriculum. All academic departments have created a graphic organizer of common standards aligned units of study for all students, in all subject areas, and in all grades and courses. Lesson topics and an approximate time allocation for each unit is noted as well. These "Year-at-a-Glance" documents (YAGs) are posted on our internal curriculum SharePoint site for easy access by all HSD staff members. We also post them on our public website so families and community members have easy access to this information.

UbD Stage 1 requires that teachers clearly articulate what the standards indicate students need to know, understand, and be able to do by the end of a given grade or course. We use unit level, know-understand-do charts (unit KUDs) to clearly articulate these big ideas, concepts and competencies expected to be mastered by the end of a given unit of study. Due to the nature of the cycle, all unit KUD Charts except those for science, which will be finished by the end of the 2014-15 school year, have been completed and posted. Our current focus across the system, UbD Stage 2 - Assessment, involves creating and using a minimum of two common, curriculum-based, summative assessments for every unit, in every course, and in every grade level. These assessments are being designed to mirror the format and rigor of the Keystone Exams while also including an authentic, performance-based option for students to show what they know, understand, and can do.

UbD Stage 3 focuses on instruction. An inventory of aligned core and supplementary instructional materials and resources will occur and priority needs will be met. A focus on instructional best practices will continue.

The UbD framework is a comprehensive model for strengthening standards aligned systems at the district, school, grade/course, classroom and individual student levels.

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 students at Hempfield School District have access to the rigorous general education curriculum. For some students they may need accommodations or even modifications in order to access this material. Students needing accommodations are afforded those through various means: Differentiated Instruction as a result of Best Practice, 504 Accommodation Plan or an Individualized Education Plan (IEP). A student's educational team determines what accommodations are necessary to ensure that the student is able to access the curriculum and demonstrate knowledge of learned material despite their mental or physical needs. These accommodations do not change the expectations within the curriculum, but level the playing field. When a student requires modified instruction, the educational team for this student determines that the expectations for this student need to be different than that of their peers. The IEP team will provide goals and objectives to challenge the student in the areas identified as requiring modification in order to meet the student's mental and/or physical needs.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Not Reviewed

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

The Hempfield School District employs a comprehensive Differentiated Supervision for Professional Development and Accountability (DSPDA) Plan – this plan has been reviewed and updated in each of the past several years in preparation for the implementation of PDE's Educator Effectiveness System (EES). Principals and/or department supervisors complete a minimum of two formal observations within a clinical supervision model for every non-tenured teacher in our system. Tenured teachers cycle back to the clinical supervision process every fourth year and are observed formerly at least once during the clinical supervision year. During the other three years, tenured teachers, under the supervision of their principal and with guidance from department supervisors, select and complete a self-directed, differentiated supervisory option (either Peer Coaching or Action Research/Self-Directed Project) over the course of the year. During these years, teachers are responsible for producing documentation and collecting artifacts for periodic review by their supervising administrator; professional staff may be formally observed by either the department supervisor or principal, at either the discretion of the administrator or the request of the professional. All tools used in the supervision process are district designed and based on the Danielson Framework for Teaching (our district has been using versions of this framework for more than 10 years as the basis for its supervision and evaluation processes).

Regardless of the portion of the differentiated supervision cycle to which professional staff are assigned in a given year, principals and department supervisors complete a minimum of two informal walk-throughs per semester for each professional. The walk-through tool is district designed and focused on the 22 components of Danielson's Framework for Teaching.

Non-tenured teachers are evaluated at the conclusion of each semester using the PDE 82-1 Rating Form; tenured teachers are rated using this new PDE tool at the conclusion of the year. Non-teaching professionals will be rated with the PDE 82-3 Rating Form for the first time during the 2014-15 school term. Principals will be rated in 2014-15 using the PDE 82-2 Rating Form.

Teachers have access to literacy-focused coaching in each of our elementary buildings. This coaching is provided by lead reading specialists who split their time between coaching duties and working with a reduced caseload of students requiring interventions beyond core instruction and classroom-based interventions provided by teachers. Additionally, teachers across the entire K-12 system have access to instructional technology specialists who assist teachers with planning and implementing instructional best practices that promote the effective use of technology tools by both teachers and students.

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

Although the Hempfield School District does not regularly review teachers' lesson plans (and has no immediate plan to do so), principals and department supervisors review teacher lesson plans as part of the formal observation process – this is built into our clinical supervision model. Additionally, our principals and department supervisors inspect lesson plans as part of the walk-throughs conducted with teachers. Finally, teachers are required to prepare (and produce upon request) a week's worth of plans for the start of each week, understanding that best practice suggests that plans may need to be modified based on the

unique needs demonstrated by students as the instruction and formative assessment plan is implemented over the course of any given week.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

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

The Hempfield School District employs a research-based, comprehensive process for recruiting and hiring the most qualified professionals available. Given our district's excellent reputation in the region, we are normally blessed with a large pool of candidates for any positions we have a need to fill. Our HR department completes an initial screening of all applicants for positions, ensuring that each meets the minimum requirements for the position posted. Our administrators then work as members in ad hoc teams, based on position needs and the respective expertise of each administrator, to complete a more in-depth screening of candidates for the purpose of selecting individuals to be interviewed. A minimum of two rounds of interviews are conducted for every professional position to be filled, with the second interview for teachers requiring the completion of a lesson planning exercise that is integrated into the interview experience. Members of the interview team use rubric-based evaluation tools (based on the work of Dr.

Stronge from the College of William and Mary) to rate each candidate; these evaluations then serve as the basis for discussion and selection of candidates to fill positions. Reference checks are performed on all candidates prior to their presentation to the Board of School Directors for approval. Once approved, new teachers participate in a two-year induction program that meets or exceeds the requirements of PDE for the induction of staff new to the district or profession.

At Hempfield, 100% of our teaching staff are highly qualified. That being said, our department supervisors work in close concert with building principals to ensure that our most at-risk students are assigned to teachers who demonstrate both the expertise and seasoning needed to meet the needs presented by our increasingly diverse student population.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	31.00	31.00	31.00	31.00	31.00	31.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00	3.00	3.00	3.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00	1.00	1.00	1.00
Electives	11.00	11.00	11.00	11.00	11.00	11.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Writing

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Mathematics

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards.
(Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards.
(Check all that apply)

Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Curriculum Based Summative Assessments	X	X	X	X
PSSA		X	X	
Keystone Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
GRADE	X	X	X	
Study Island	X	X		
DIBELS Next	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Curriculum-Based	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Curriculum Diagnostic Tool			X	X

DIBELS Next	X			
GRADE	X	X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Local common, end-of-unit summative curriculum-based assessments (CBAs) are developed collaboratively by teams of teachers who teach the same course or grade level. Once developed, CBAs are reviewed by all teachers that teach the grade level or course for which the assessments were developed and adjustments are made to the assessments as needed. Additionally, the Director of Curriculum and department leader of the subject area for which the CBAs are developed review the assessments developed to ensure that assessment items are aligned to the unit KUDs and that the assessment is well constructed with respect to readability, level of thinking required to achieve success, depth of knowledge to be demonstrated, etc. Once validated through this review process, the assessments are posted to the district's password protected Curriculum SharePoint site so that all teaching professionals can access these tools as needed.

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.

There are multiple levels/layers for collecting, analyzing, and disseminating assessment data.

Elementary Level

-- For the past two years, HSD has been the recipient of one of the Keystone to Opportunity grants. The focus of our grant dollars has been on Kindergarten through Grade 7. This grant requires the administration of the following assessments:

- DIBELS NEXT -- The Universal benchmark screener in K-3; the DORF for grades 4-6

- GRADE -- Pre-K - grade 7
- H.E.A.T Literacy Levels - Pre-K - grade 7

Our seven elementary and two middle school buildings each have a Reading Specialist who coordinates the administration of these assessments and the reporting of this data. District level and school level reports are compiled and shared with administrators and teachers through district wide Literacy Team Meetings, building level faculty team meetings, grade level team meetings, and individual child study team meetings. All elementary PSSA data is compiled by our district data liaison and shared via a multi-year trending report (data tables and graphs) by grade, by subject, by cohort, and by building. This data is shared with all district level administrators, building principals, content and service area department leaders and teachers. Teachers access individual student data via our assessment tracker system to make informed instructional decisions for their students.

Recently, we began to refine our local, curriculum-based assessment system. It is a work in progress and is more advanced at the secondary level.

Secondary Level

-- For the past two years, HSD has been the recipient of one of the Keystone to Opportunity grants. The focus of our grant dollars has been on Kindergarten through grade 7. This grant requires the administration of the following assessments:

- DORF - 6
- GRADE -- grade 7 -- We also administer the GRADE for all of our grade 8 students even though they are not a part of our KtO target group.
- H.E.A.T Literacy Levels -grade 7

All secondary (grades 7 & 8) PSSA data is compiled by our district data liaison and shared via a multi-year trending report (data tables and graphs) by grade, by subject, by cohort, and by building. This data is shared with all district level administrators, building principals, content and service area department leaders and teachers. Teachers access individual student data via our Assessment Tracker system to make informed instructional decisions for their students. All Keystone data is compiled by our district data liaison and shared with all district level administrators, building principals, content and service area department leaders and teachers. Teachers access individual student data via our assessment tracker system to make informed instructional decisions for their students.

Over the past two years we have made improvements in the design, administration, data collection and analysis of our local, common, curriculum-based, summative assessments in all of our academic departments. Because of their placement in our 6-year, HSD Curriculum Audit and Revision Cycle, the social studies department has been leading this charge. Last year, five 7th grade social studies teachers assigned to our two middle schools worked collaboratively to create and use seven, common, end-of-unit, summative assessments. The teachers posted their individual student/class results in a database. The supervisor compiled the data by building and by district levels. After each administration and compilation of student data, all 7th grade teachers met and analyzed the results to look for trends, asked questions of each other, identified students who had shown that they hadn't learned the desired concepts and competencies **yet**

, and made curricular, planning and instructional decisions for moving forward with their students. This year, each teacher of a Keystone course is replicating/enhancing this protocol within their department. The district goal is to enhance and use this protocol for all grades and courses in all academic subject areas to best respond to our students' needs. As with all things, strengthening our local, curriculum-based assessment system is an on-going emphasis.

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.

Elementary Level

-- Our building level administration of DIBELS and GRADE as well as our local curriculum-based math assessments inform teachers about precise students learning needs via a sophisticated child study team protocol. This protocol takes the "whole child" approach. A strong support system comprised of reading specialists, Instructional Support Teachers, counselors, nurses (where appropriate) and classroom teachers work collaboratively and respond to students exactly where they are and prescribe strategies and appropriate interventions for moving them toward mastery of the grade level targets. Teachers use formative assessment strategies on a daily basis to guide their decision making about differentiation needs.

Secondary Level

-- Keystone data has been very useful in refining our K-12 standards-aligned systems for mathematics, English language arts, and science. It has assisted us in thinking about how we structure our course offerings in grades 6 - 11. Teachers have access to this data via our Assessment Tracker system to inform their planning and instructional decision-making.

Over the past two years we have made improvements in the design, administration, data collection and analysis of our local, common, curriculum-based, summative assessments in all of our academic departments...especially at the secondary level. Because of their placement in our previously mentioned HSD Curriculum Audit and Revision Cycle, our social studies department is leading this charge. Last year, five 7th grade social studies teachers working in two buildings, collaborated to create and use seven common, end-of-unit, summative assessments. The teachers posted their individual student/class results in a database. The supervisor compiled the data by building and by district levels. After each administration and compilation of student data, all 7th grade teachers met and analyzed the results to look for trends, ask questions of each other, identify students who had shown that they hadn't learned the desired concepts and competencies **yet**

, and made curricular, planning and instructional decisions for moving forward with their students. This year each of the teachers in our Keystone courses are replicating/enhancing this protocol in their departments. The district goal is to enhance and use this protocol for all grades and courses in all academic subject areas to best respond to our students' needs. As with all things, strengthening our local, curriculum-based assessment system to use data to respond to individual student needs is an ongoing area of emphasis.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.		X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers		X	X	X

can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.		X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Our local, professional development system has focused on strengthening **all** of the components of a standards aligned education system. HSD uses the Understanding by Design Framework for planning, discussing and documenting our written, taught, tested, and achieved curriculum. Teachers have had extensive training in differentiated instruction and other best practices. Our implementation of the new PA Educator Assessment System and associated differentiated supervision model has refined our process for monitoring the implementation of desired best practices. Our building principals, content and service area department leaders, reading specialists, literacy coaches, instructional support teachers, counselors, and general and special education classroom teachers work together to serve the whole child.

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	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

We believe that summative assessments, like all other assessments, need to be used as learning tools and should provide students the opportunity to reflect on what they are doing well and where they still need to improve or grow.

With regard to summative assessments administered by the State (Keystone Exams, PSSAs, PASA, etc.), we communicate information regarding results in a variety of ways. With regard to aggregate data concerning student performance that is not student specific, the district shares information about overall school and district performance at Board meetings, in its Annual Report that goes to all community members, and through other written (newsletters, e-mail blasts, etc.) communications that direct district stakeholders to the PVAAS and SPP public websites. In cases where the media is not represented at public

meetings where this information is shared, we have at times prepared press releases to share with media outlets. We also honor interview requests and provide aggregate data and answers to general questions when contacted by reporters - these data and remarks often are included in local media reports.

Regarding student-specific data from the state tests, this information is shared only with students, their parents/guardians, and those within the school organization that have an educational need to know, as to do otherwise would be a violation of FERPA. In September, we send home letters that accompany the Individual Score Reports (ISRs) sent to us by the State for each student based on testing completed. In response to these letters, school personnel meet with students and parents as requested to go over results and discuss ways for students to improve.

Regarding district-developed summative assessments that are administered at the end of units of study, courses, and/or grade levels, data from these assessments is shared with students, parents, and staff members with an educational need to know - this is done via various reflection tools, reporting sheets, phone or face-to-face conferences, and other means. Such assessments are always announced to students in advance and parents normally receive some notification about when these will occur (especially for students in K-8) via e-mail blasts, postings to the parent portal, etc.

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

The district no longer prints and distributes a district calendar - for fiscal reasons, the district has moved the calendar on-line. Content that has historically been included in the calendar is being shared out in other ways, including the use of district and building web pages, the parent portal feature within our Student Information System (SIS), and other written communications. We have no plans to post information about test results in course planning guides or handbooks beyond what is shared currently about testing timelines and general information about how results information will be distributed when received.

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 Hempfield School District has a history of being a high performing school district. In the Fall of 2013, when the State's new School Performance Profile (SPP) rating system was implemented, six of our 10 schools scored in the 90s, while the remaining four schools scored in the 80s. Preliminary SPP data released in September 2014 indicate that all 10 schools in the district once again scored in the 80s or 90s. We attribute much of the success we have realized over the past seven years to the fact that during that time, we have required all of our school buildings to a complete comprehensive school-wide improvement planning (SWIP) process. This process involves the analysis of a broad set of state and local data to identify areas of strength and concern, deep reflection to ascertain the root causes that underlie the data obtained, and the creation and implementation of action plans intended to address areas of need identified through this process. Principals engage their respective staffs in periodic review of data collected throughout the school year in order to monitor progress and make mid-course corrections to the action plans enacted. We intend to continue and improve upon these processes moving forward.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	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	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula				
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

During the next three-year comprehensive planning cycle, we will address the need for positive behavior support programming at the high school. Regarding placement of School Resource Officers, we currently have no plan to add resource officers at levels other than the high school. We have, however, hired two security personnel who are assisting with secondary level security concerns. We also have a security person working at the smaller of our middle schools, which is staffed with a principal but no assistant principal.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

1. Identification Process:

- Any parent or teacher can request a gifted evaluation.
- As a parent you can write a letter or verbally talk to the regular education teacher or building principal to request a gifted evaluation.
- As a teacher you need to talk with the gifted support teacher for your building and request a gifted evaluation.
- Universal testing is done with all second grade students to help teachers with their recommendations for a gifted evaluation.
- The gifted support teacher will ask the regular education teacher to complete a rating scale, Scales for Identifying Gifted Students.

- The gifted support teacher will mail home for parents to complete a rating scale, Scales for Identifying Gifted Students.
- The gifted support teacher will work with the student to complete a screening test, Reynolds Intellectual Screening Test.
- The gifted support teacher will contact the parents to share this preliminary data.(SIGS Parent & Teacher and RIST)
- Special Services will mail Permission to Evaluate paperwork to the parents. Notice of Parents' Legal Rights for Chapter 16, Gifted Education is mailed with this Permission to Evaluate paperwork.
- Once the parents have signed the Permission to Evaluate paperwork and sent it back to the school district, then the district has 60 calendar days to complete the evaluation.
- The school psychologist will work with the student to complete ability testing/IQ testing.
- The school psychologist will work with the student to complete achievement testing.
- A Gifted Multidisciplinary Team (GMDT) meeting will occur to share all data collected. Team members include: parents, building principal or gifted coordinator, school psychologist, gifted support teacher, and regular education teacher.
- The team determines if the student meets the requirements based on PA and Hempfield's identification process to be identified as a gifted student.
- The school psychologist will complete a Gifted Written Report (GWR) within 10 days of the GMDT meeting.
- The parents will receive the Gifted Written Report (GWR) within 5 days of its completion.
- A gifted support teacher utilizes the student's Gifted Written Report (GWR) and creates a Gifted Individualized Education Plan (GIEP) based on the student's strengths and schedules a GIEP meeting.

2. Programs Offered:

- At the elementary level, it is a pull out program that occurs during the building's intervention time.
 - The student's goals and objectives are written based on the data in the Gifted Written Report (GWR) and the skills and habits from Dimensions of Learning.
 - One class focuses on math extensions, logic and reasoning skills and an affective lesson from the student's GIEP.
 - The second class focuses on the skills and habits from the student's GIEP embedded into a unit of study.
 - The gifted support teacher/gifted case manager collaborates with the regular education teachers to monitor the student in reference to the regular curriculum. This collaboration time varies based on individual students (weekly/once a cycle/as needed). The teachers work together to provide the necessary differentiated instruction.
- At the middle school level, it is a class or consultative session that is scheduled during the student's FLEX time.

- The student's goals and objectives are written based on the data in the Gifted Written Report (GWR) and the skills and habits from Dimensions of Learning.
- At the middle school level, there is also push in where there the gifted support teacher will collaborate and teach with a content area teacher. This varies based on students' strengths.
- The gifted support teacher/gifted case manager collaborates with the regular education teachers to monitor the student in reference to the regular curriculum. This collaboration time varies based on individual students (weekly/once a cycle/as needed). The teachers work together to provide the necessary differentiated instruction.
- At the high school level, it is consultative that is scheduled during the student's FLEX time.
- The student's goals and objectives are written based on the data in the Gifted Written Report (GWR) and the skills and habits from Dimensions of Learning.
- There are class meetings for every grade level and they occur four times throughout the year. There are two meetings in each semester.
- The gifted support case manager meets individually with each student four times throughout the year. There are two meetings in each semester.
- The high school blog lists all opportunities available to the gifted students during their FLEX. These vary based on students' strengths and student input.
- The gifted support teacher/gifted case manager collaborates with the regular education teachers to monitor the student in reference to the regular curriculum. This collaboration time varies based on individual students (weekly/once a cycle/as needed). The teachers work together to provide the necessary differentiated instruction.
- At any level the student may be identified as gifted but may not need a GIEP with specially designed instruction.
- Single subject and whole grade acceleration is available to all students. These decisions are based on individual data collected and we use the Iowa Acceleration Scales to make a team decision.

Developmental Services

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

Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The Hempfield School District provides a comprehensive support system for all students. An array of services from counseling, career exploration, and psychological services, to health services, behavior management, and bullying prevention are integrated into the school day. In addition, social workers provide support to students and families in need in an effort to minimize educational barriers. School social workers collaborate closely with district personnel to provide resources, facilitate group counseling, and improve school attendance. The Hempfield School District recognizes the need to provide the best academic, social, and emotional care to meet the needs of Hempfield's diverse population.

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	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The Hempfield School District uses a multi-tiered approach to ensure that all students are receiving the appropriate intervention at the appropriate time. Nursing services such as screenings, medication administration, and health plan generation are designed to identify and meet the physical needs of students. School counselors work in conjunction with the case managing teacher, if the student already has an IEP, to

coordinate services and additional data collection if needed. The intensity of services is tiered to offer support while continuing to challenge students to succeed. The level of intervention to be provided for a given student is often determined by a combination of the following: principal, counselor, PST team, IST team (elementary), grade level team, 504 team, and/or IEP team (If student qualifies for specially designed instruction).

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

The Student Service division provides direction and coordination of the above services. The counseling branch of Student Services is essentially responsible for coordinating services to meet an individual student's need and/or the student's family need. Truancy, alternative education, health concerns, 504 management, community agency links, staff development, and relationship building are key responsibilities of the Student Services Department. Frequent communication allows Student Service personnel the ability to collaborate and provide students a supportive learning environment and communicate potential concerns with parents/guardians. School social workers work closely with community partners to the address needs that go beyond the scope of the school.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides	X	X	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	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website				
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Collaboration between classroom teachers and the individuals providing interventions (reading specialists, special educators, IST Teachers, etc.) is frequent and occurs both formally and informally. Regularly established meetings that include grade level meetings, team meetings, teacher in-service workshops,

principal meetings with staff members working with individual students, 504 meetings, IEP progress meetings, GIEP meetings, and IST meetings all provide avenues for staff to collaborate with one another and, in some cases, the families of students who require additional supports beyond the core instructional program.

Educational professionals also use teacher preparation time, classroom observations/visits, phone calls, email, and other communication vehicles to interact and collaborate with one another to meet the needs of students. The district makes use a community portal housed within our SIS system, email, phone calls, and parent meetings to share information and collaborate with parents/guardians on how best to ensure the success of their children at school.

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

1. Hempfield High School provides the community with pre-school programing as part of the high school curriculum. This program is offered to residents at a reduced rate and serves 20 preschool students per class. The district also communicates with local child care providers in reference to important dates and activities, especially dates involving enrollment. Some local preschools have also partnered with the Hempfield School District to fulfill the requirements of the Keystones to Opportunity Grant, currently in its third year.

2. The Hempfield School District partners with the Hempfield Recreation Association to provide before and afterschool programming at the elementary level. This program includes homework help, physical activities and a nutritious snack.

3. Hempfield High School students receive the opportunity to take a class entitled Service Learning. In addition, juniors and seniors are provided the opportunity to attend local Career and Technology Schools.

4. All district buildings provide a form of afterschool tutoring. Some of the buildings focus on PSSA preparation, while other buildings are primarily focused on helping students who may be struggling with classroom curricular tasks or who demonstrate knowledge gaps or skills deficits.

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.

As children begin the transition to school-aged programming, those in Early Intervention begin the process in October prior to their kindergarten year. The Hempfield School District and the Intermediate Unit #13 begin coordinating transition planning in October by setting dates for transition meetings for January, February and April. The purpose of the transition meetings is for parents to determine if their intent is to register their child for kindergarten; provide permission for the IU to share information (IEP, ER, RR...) with Hempfield; review services and supports with which the child receives currently in Early Intervention; discuss the child's needs; discuss potential placement and service options; have parents sign permission for re-evaluation, if necessary; and schedule Multi-disciplinary team meetings or IEP meetings for April or May. These transition meetings for students receiving Early Intervention services are valuable for both parents and the district. In addition to gathering a tremendous amount of information, these meetings also provide an opportunity to begin building a trusting relationship between parents and school. If these students also receive community agency support, we seek permission for release of information. This allows the school and the agency to share information about the student. Furthermore, the agency support is encouraged to attend the transition meetings to support the information sharing and also gain knowledge of the resources available in school-aged programming.

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	Developing

Provide explanation for processes used to ensure Accomplishment.

HSD entered into a 6-year Curriculum Audit Revision Cycle midway through the 2009-10 school year. The 2014-15 school year marks the 6th year of the cycle with all content area departments on one of the six steps. It is at the end of year 2 when the written curriculum revisions are approved (UbD Stage 1 -- confirmation of standards aligned big ideas, concepts and competencies for a given grade or course) that new core program teaching and learning materials and resources are recommended for adoption by our Board of School Directors. Over the past three years we have adopted new elementary social studies and mathematics programs for Kindergarten through grade 2. Each of the elementary programs came with support materials for our English language learners and sets of leveled readers to allow students who are reading below grade level, on-grade level, and above grade level to access the stories. All curriculum revisions and purchased core and supplementary instructional materials are based on the level of close alignment with our written curriculum, robust nature of the assessment tools, expectation and support for the development of 21st century skills, enrichment opportunities, and appropriate level of rigor and relevance. New materials and resources for science will be considered this year. Additionally, HSD is considering a 1 to 1 implementation plan affording students opportunities to access a greater variety of learning

materials anywhere...anytime.

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	Developing

Provide explanation for processes used to ensure Accomplishment.

HSD entered into a 6-year Curriculum Audit Revision Cycle midway through the 2009-10 school year. The 2014-15 school year marks the 6th year of the cycle with all content area departments on one of the six steps. It is at the end of year 2 when the written curriculum revisions are approved (UbD Stage 1 -- confirmation of standards aligned big ideas, concepts and competencies for a given grade or course) that new core program teaching and learning materials and resources are recommended for adoption by our Board of School Directors. Over the past three years we have adopted new elementary social studies and mathematics programs for grades 3 through 6. Each of the elementary programs came with support materials for our English language learners and sets of leveled readers to allow students who are reading below grade level, on-grade level, and above grade level to access the stories. All curriculum revisions and purchased core and supplementary instructional materials are based on the level of close alignment with our written curriculum, robust nature of the assessment tools, expectation and support for the development of 21st century skills, enrichment opportunities, and appropriate level of rigor and relevance. New materials and resources for science will be considered this year.

Additionally, HSD is considering a 1 to 1 implementation plan affording students opportunities to access a greater variety of learning materials anywhere...anytime.

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	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	Developing

Provide explanation for processes used to ensure Accomplishment.

HSD entered into a 6-year Curriculum Audit and Revision Cycle midway through the 2009-10 school year. The 2014-15 school year marks the 6th year of the cycle with all content area departments on one of the six steps. It is at the end of year 2 when the written curriculum revisions are approved (UbD Stage 1 -- confirmation of standards aligned big ideas, concepts and competencies for a given grade or course) that new core program teaching and learning materials and resources are recommended for adoption by our Board of School Directors. Over the past three years we have adopted a new core math program for the majority of our students who take pre-algebra beginning in grade 7. The program selected provides three pathways to best serve students who need to master the same math knowledge and skills but at different paces. The program is available with family supports in both English and Spanish and has multiple online supports. The READ 180 program was adopted in grade 7 to serve our most struggling readers. All curriculum revisions and purchased core and supplementary instructional materials are based on the level of close alignment with our written curriculum, robust nature of the assessment tools, expectation and support for the development of 21st century skills, enrichment opportunities, and appropriate level of rigor and relevance. New materials and resources for science will be considered next.

Additionally, HSD is considering a 1 to 1 implementation plan affording students opportunities to access a greater variety of learning materials anywhere...anytime.

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	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	Developing

Provide explanation for processes used to ensure Accomplishment.

HSD entered into its 6-year Curriculum Audit and Revision Cycle midway through the 2009-10 school year. The 2014-15 school year marks the 6th year of the cycle with all content area departments on one of the six steps. It is at the end of year 2 when the written curriculum revisions are approved (UbD Stage 1 -- confirmation of standards aligned big ideas, concepts and competencies for a given grade or course) that new core program teaching and learning materials and resources are recommended for adoption by our Board of School Directors. Hempfield High School offers a

diverse set of required and elective courses there are AP, Honors, College Prep, Tech Prep, Career Prep and Fundamentals levels. Each level is provided with materials and resources that meet the standards aligned written curriculum yet meet the diverse learning needs of students at each level. Within levels differentiated learning experiences are offered to further respond to student needs. All curriculum revisions and purchased core and supplementary instructional materials are based on the level of close alignment with our written curriculum, robust nature of the assessment tools, expectation and support for the development of 21st century skills, enrichment opportunities, and appropriate level of rigor and relevance. New materials and resources for science will be considered this year.

Additionally, HSD is considering a 1 to 1 implementation plan affording students opportunities to access a greater variety of learning materials anywhere...anytime.

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

Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
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&rarr;Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation

Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
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

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation

Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation

Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to	X	X	X	X

interventions for struggling students.				
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.

Professional development opportunities for teachers and other professional staff are identified based on feedback received from a variety of sources that include (but are not limited to) surveys administered to all professional staff targeting perceived PD needs; PD sessions evaluations on which staff can suggest possible next PD steps; School-Wide Improvement Planning (SWIP) processes that principals guide their respective staffs through at the start of each year; input from principals, department supervisors, and other district leaders based on their formal observations, walk-throughs, staff meetings, and other interactions with professional staff; input provided by the Act 48 Committee and from the Hempfield Education Association leadership, audits performed by independent external consultants (UVA – Spring 2013), and research regarding best practices in the areas of curriculum, instruction, data use, partnering with families, etc. Our district is blessed with leaders and professional staff that possess a powerful blend of expertise, experience, and desire to share best practices with their colleagues. To the extent possible, we prefer to have our own employees develop and provide professional development experiences for their colleagues. This is done through a combination of workshops offered by the district, IU, or other sources during the summer and throughout the school year; participation in the district's differentiated supervision plan (peer coaching and action research/self-directed projects that are done collaboratively); faculty, data team, child study, and other regularly occurring meetings at the building or department level, distribution of suggested readings or video resources (SAS, etc.), instructional coaching that targets literacy and technology integration needs of professional staff, and the informal networking of colleagues with one another when they share common pedagogical or other interests and when collaboration between these individuals may

produce benefits for students.

Leaders within the district are also provided with a wide variety of opportunities to hone their knowledge and skills related to leading buildings or departments, including opportunities to develop strategic thinking skills; make better use of data to inform instructional and other types of decision making; appropriately use the Danielson Framework for Teaching and other tools to supervise, coach, and evaluate staff members; refine district curriculum and assessments; influence and reshape teacher instructional practices, identify and apply district and other resources in a fiscally and ethically responsible manner, address the evolving needs of an increasingly diverse student population, and work effectively with families and agencies to remove barriers that impede learning. Leaders meet and are coached regularly by their district supervisors, attend district-offered PD workshops and event in the evening and summer focused on the topics above, engage in job-alike meetings with the assistant superintendent monthly, and review materials and resources from professional organizations (ASCD, PAESSP, etc.) that are provided by the district either directly via subscription or indirectly through sharing by district leaders or their colleagues. The Framework for Leadership serves as the foundation for the supervision and evaluation process for district leaders and the use of this tool by district leaders for reflection and professional growth is proving helpful as it is utilized throughout the year in monthly meetings between individual building and department leaders and their supervising district administrator.

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

This narrative is empty.

Strategies Ensuring Fidelity

- 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.
- 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.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

As was mentioned in the previous section, the principal of every building in our district guides his/her staff through a School-Wide Improvement Planning (SWIP) process at the start of the school year. We use a 4-Lens protocol to look at local and state level data sets to determine positive and negative trends from student cohort, curriculum/instruction effectiveness, sub-group performance, and standards-alignment perspectives. Principals, department supervisors, and professional staff are all involved in analyzing data, determining and prioritizing areas of strength and concern, identifying root causes that underlie the data, and developing action plans to address areas where improvement is needed. Essential to the action planning process is the identification of professional development experiences teachers need to improve curriculum and pedagogy. The assistant superintendent reviews all SWIPs with principals and works with the district leadership team to identify system-wide concerns and priorities and to align resources (time, money, etc.)

so that professional development can be targeted to the areas where needs have been established. With regard to expectations, the district rolled out to staff a refined set of best practices that align with Domains 2 (Classroom Environment) and 3 (Instruction) of Danielson's Framework for Teaching to make clear what the district expects of all professionals working with students in an instructional setting. The vast majority of professional development conducted in our district is facilitated by district leaders and selected members of the professional staff who have demonstrated expertise in the learning area to be addressed as well as the facilitation skills and knowledge of andragogy needed to effectively engage adults meaningfully in PD experiences. We have occasionally brought in outside presenters to work with staff, but only after attending workshops and learning experiences facilitated by these individuals at their base sites (Carol Tomlinson's team at UVA, Lucy Calkins' team from Teachers College at Columbia to name a few). In these cases, we have tended to maintain long-term relationships with such entities, understanding that once-and-done "drive by" PD is not effective. Instead, we have engaged in ongoing PD experiences such as a differentiated instruction workshop series conducted over a period of years with the UVA folks and job-embedded coaching and PD provided by Calkins-trained staff in the area of the reading/writing workshop instructional model.

When our administrators are not offering the professional development sessions, they participate in the different experiences, working alongside members of the professional staff in almost all cases. This is important, as they are then better equipped to monitor for implementation of best practices as they perform their supervision and evaluation duties throughout the year, observing and working with individuals and groups of teacher around building and/or department priorities.

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

This narrative is empty.

Induction Program

- 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.

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

All new teachers are introduced to district expectations regarding current initiatives, practices, and policies on the first day of training. They are then provided monthly trainings reviewing the initiatives that the district believes increase and improve student achievement. These trainings include; an introduction to Differentiated Instruction, the design and use of pre-assessments as way to guide instruction, the Understanding by Design Framework, how to integrate technology into classroom instruction, how to effectively manage a Differentiated Classroom, how to utilize flexible grouping to increase student participation and achievement, and how to design lessons incorporating content literacy strategies.

All new teachers also participate in a session presented by the district's special area supervisors. This presentation includes how to effectively engage and support the learning of all students, including students for whom they are responsible. The following special area supervisors assist with facilitating this training: At-Risk Students, Special Education Students, Gifted Education Students, English as a Second Language Students, as well as the supervisors of Reading, Library Services, and Guidance Services.

All new teachers are trained in how to access Pennsylvania's Standards Aligned Systems website and navigate to their content, grade, and curriculum on the website. New teachers investigate classroom management pitfalls and needs and work together with the instructors to find successful ways to navigate around these issues and support their students.

All new teachers also participate in a building level program in their first year. In that program, they build relationships and engage more personally in small groups with their mentors, administrators, and teaching peers.

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

This narrative is empty.

Needs of Inductees

- 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).

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

Each new teacher will be formally observed twice each year they are in the induction program; 3 years. The formal observations will be completed by both their building administrator and supervisor. They will also be involved with several walk-through observations. If at any time a supervisor or administrator believes that more observations are needed they will be conducted. New teachers will be instructed in the evaluation process, including the timeline, documentation, meetings, and responsibility of both the teacher as well as the administrator.

New teachers will meet with their mentors monthly in formal, supervised building meetings and as a small unstructured team; teacher/mentor, throughout the month. At the formal, supervised meetings, larger building based initiatives and support will be discussed and explained. At the smaller, teacher/mentor meetings, instructional practices and how to mine student PSSA/Keystone data and use the data discovered to improve student learning will be the focus.

During the monthly district level and monthly building level induction meetings, new teachers are provided with the district's policy on both formative and summative assessments, their purpose and how to ensure they are giving accurate grades as well as using the assessment results to improve student learning.

At the end of each new teacher's first year in the induction program they will have had the opportunity to complete a portfolio that includes evidence and artifacts which include: a statement of philosophy, a classroom management plan, examples of student assessments and student work, reports of conferences and or workshops attended, examples of parent communications, a copy of their teaching schedule, and lessons they have created.

Participants in their second year of the induction program will complete a questionnaire to be shared with the instructors and the new first year teachers. First and second year teachers will also participate in two collective dinners, one at the beginning of the school year and one near the end of the school year, to share their experiences and what they have learned with the each other in a more unstructured format.

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

This narrative is empty.

Mentor Characteristics

- 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.

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

The Hempfield School District maintains a database of HSD-trained mentors organized by building and either grade level or content area, depending on the level within the system. We require that mentor have a minimum of three years of successful teaching within the district before they may be considered to serve as mentors – the vast majority of these individuals have completed the requirements for Instructional II certification.

We require each mentor candidate to complete district-designed and delivered training before they qualify to serve as mentors. Mentors who have been previously trained must attend refresher training every five years in order to remain qualified to mentor new staff members. Principals and department supervisors make recommendations with regard to who should be trained to serve as mentors.

Principals in each building are responsible for assigning mentors to inductees, based on grade level assignments, daily schedules, temperament and compatibility judgments, etc. The assistant superintendent reviews and renders final approval of all mentor-inductee pairings. Mentors work intensively with their inductees throughout the first year of the inductee's employment in the district and continue to serve more informally as resources for these individuals as they continue their work at Hempfield.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New teachers are assigned a mentor from their building/department and meet with them regularly to help adjust to their new position. The mentor also helps to ensure the new teacher completes each necessary step in the process.

The LEA checks in monthly with each new teacher and monitors their progress in the induction program. The induction program itself is monitored and adjusted to meet the needs of the new teacher while maintaining cohesion with district initiatives.

Recording Process

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

- 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 Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **1081**

Identification Method

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

Hempfield School district follows state regulations when identifying students with specific learning disabilities. A multidisciplinary team, which includes: a school psychologist, regular education teacher, special education teacher, guidance counselor, parents, and a district administrator make this determination. A classroom observation is completed in addition to the gathering of information from parents and teachers. The psychologist reviews the student's developmental/medical history and academic progress. Assessments that are typically administered include an intelligence test and a test of academic achievement. Both measures would be standardized and norm referenced. All of the information is presented and discussed at a multidisciplinary team meeting. Hempfield School District continues to use the discrepancy model. The following questions are considered:

1. Does the child have a specific learning disability?
2. What is the basis for making this determination?
3. Was there any relevant behavior noted during the observation of the child?
4. What was the relationship of the observed behavior to the child's academic functioning?
5. Are there relevant medical findings?

6. Are there any effects of environmental, cultural, or economic disadvantage?

A discrepancy model is used along with multiple forms of input to make a determination of eligibility for specific learning disability.

Currently all elementary buildings are implementing RtII. These schools have received training from IU #13 and PaTTAN.

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: <http://penndata.hbg.psu.edu/BSEReports>

Given the information from the Special Education State Report there are no areas of significant disproportionalities between the state and the LEA. We are slightly higher in the areas of Autism and Speech/Language, which tend to go hand in hand given the nature of Autism Spectrum Disorders. We have a full continuum of services to meet the needs of our students with Autism. We operate our own Autistic Support classes in kindergarten through Middle School, with the intent to grow this program as our students age up. We utilize the research-based Verbal-Behavioral programming within our Autistic Support program with the guidance of the Autism Initiative through PaTTAN. Furthermore, we have an Itinerant Autistic Support teacher who supports students and staff in utilizing research-based accommodations and strategies in school-based programming. In the district we offer multi-tiered social skills support by teachers, guidance counselors, social workers, speech therapists, and psychologists.

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?

Currently, Hempfield School District has one facility within its borders which students may be placed according to section 1306 of the Public School Code. As Director of Special Education for Hempfield School District, I also act as LEA for these students. To ensure that these students are receiving FAPE in the LRE, I am invited to all of their MDE and IEP meetings. I review all Re-evaluation and IEP paperwork. The barrier that exists is the transient nature of these students.

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).

Hempfield School District currently does not have a correctional facility within its boundaries. When we have students that are incarcerated, the Local Education Agency in that area provides FAPE. They request records. We provide them with the most recent IEP and Evaluation/Re-evaluation Report (and any other relevant documents to support the student's education). When the student returns from incarceration, that LEA forwards all progress monitoring and relevant information to us to enable Hempfield School District in making appropriate transition decisions.

Least Restrictive Environment

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

1. Hempfield School District provides various special education services within each of our buildings to support a student in their neighborhood school. All elementary buildings within the Hempfield School District have at least one itinerant Learning Support teacher on staff. Our middle schools have three itinerant Learning Support teachers. At the high school level, we offer itinerant and supplemental Learning Support and itinerant Emotional Support. We have a Full-time Emotional Support teacher in our Alternative Education program to support students in need of this programming. Hempfield School District has speech and language therapists servicing each building. Hempfield employs our own Occupational Therapist and Certified Occupational Therapy Assistant to provide this related service to all 11 buildings. We contract through the IU 13 to provide Physical Therapy in each of our buildings. At the elementary level, for students demonstrating a need for the small group learning environments, we operate six Full-time Learning Support classes and Diagnostic Kindergarten. At the elementary and middle school levels, we operate our own Full-Time Emotional Support classes (2 elementary, 1 middle school). For students in need of more functional academics, we offer Full-time Life Skills Support classes (two at the elementary level, one at the middle school level, and two at the high school level). Furthermore, our district hosts classes operated by the Intermediate Unit 13 (elementary Multiple Disability Support, elementary Emotional Support, middle school Multiple Disability Support, and middle school Autistic Support). This enables Hempfield to keep these students in their home district.

Our school district's goal is to educate all Hempfield School District students within the general education environment. Each elementary school has an instructional support team which works with teachers, students, psychologists, personnel from outside agencies, and parents to maintain each child's education within the regular classroom setting. Furthermore, all seven elementary buildings operate under the Response to Instruction and Intervention (RtII) model. This process provides tiered supports for all learners within the general education setting to ensure all learners are instructed within the core subject areas and receive necessary supports.

As a district we are also dedicated to providing all children with an appropriate education to meet their needs. All efforts are made to accommodate and support a child's needs within the general education

classroom with Supplementary Aids and Services [Collaborative: Scheduled time for data-team/child-study-team meetings, Professional development related to collaboration; Instructional: Differentiated Instruction has been a district initiative for seven years, modified testing and grading, guided/leveled reading groups, pre-teach/re-teach, project-based assessment; Physical: preferential seating/room arrangement, student "office spaces", adaptive tools/equipment, sensory tools/aids; Social/Emotional: Lunch Bunch groups, social skill groups, behavior contracts, visual schedules, visual timers] . However, when a child's needs are identified and eligibility is determined through the MDT (multidisciplinary team) process, our district will look at the appropriate level, location, and grouping for each student. We discuss these options through IEP reviews and annual IEP meetings. Each student's IEP is driven by the student's area and degree of need. Each student's IEP team must first determine what services will best support that student's need. From this, the team looks at where this service is best provided to meet the student's needs. For each student, his or her IEP team determines the degree to which they should participate with their non-exceptional peers. A student's degree of need drives this process. For those students that receive all academics outside the regular education setting, all efforts are made to include that student in non-academic times (art, music, library, physical education, recess, lunch, and assemblies) with their age-level non-disabled peers.

All Hempfield School District facilities are handicapped accessible. When students require accommodations to their transportation, the IEP team completes a Bus Request Form and the district transportation department makes appropriate accommodations. As for extra-curricular activities, all students have access to these activities. All students are made aware of the opportunities through daily announcements, posters, flyers, and displays. If special accommodations are necessary the school personnel work to meet the student's needs.

2. Currently, Hempfield School District is operating under the guise of three major initiatives, which support the vision of "the achievement and success of all students." These district-wide initiatives are Differentiated Instruction, Response to Instruction and Intervention (RtII), and Co-Teaching Model. These initiatives will increase the number of students who are in a less restrictive environment, allowing them to attend academic classes with their non-exceptional peers and be supported by both a regular and special educator. Furthermore, we use our Paraeducators to push-in support into general education classes; in order to provide necessary support to students and teachers within the general education setting. Another initiative we are utilizing within the Special Education department is the Autism Initiative with the support and guidance from PaTTAN. Our three Full-time Autistic Support classes utilize the Verbal Behavior Model within their settings to enhance their students' growth. IEP progress monitoring and student assessment results on the VB-MAPP indicate consistent student growth.

3. When referencing our Special Education State Report, Indicator 5: Educational Environments, Hempfield School District meets and exceeds the SPP target of 3.3%. We are currently at 2.5% of our students placed in "other outside settings." These "other outside settings" would include separate public facilities, residential treatment facilities, and approved private schools. Hempfield School District will work with all stakeholders to ensure that all attempts are made to educate students in their Least Restrictive Environment within Public School facilities; however, there are times that students need the offerings of outside settings to meet their needs. When these settings are most appropriate, we will take action to change placement. However, the student's IEP team will continue to re-evaluate to determine the student's ability to transition back to a public facility.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Hempfield School District's Board Policy 113.2 clearly defines the guidelines for Behavior Support Plans. The policy describes the circumstances under which behavior support plans are to be developed and provides definitions of aversive techniques, behavior support, positive techniques, and restraints. A list of prohibited aversive techniques is provided as well as a statement pertaining to the training of personnel. Three research-based practices, Safe Crisis Management, Non-Violent Physical Crisis Intervention, and Quality Behavior Solutions are utilized across the district as a last resort. Personnel are trained in verbal de-escalation and personal safety techniques to avoid restraints at all costs. Restraints are only utilized as a last resort when a student is a danger to self or others. School Board Policy 113.2 states. "The district shall train personnel in the use of specific procedures, methods, and techniques. This training shall be provided to individuals responsible for individual support and for services and programs for students with disabilities".

Behavior support plans are developed for eligible students whose actual or anticipated behavior, as determined by the IEP team, is a manifestation of their disability. Individual and class-wide PBS plans are developed for students who have been identified as emotionally disturbed.

Students who demonstrate behaviors that impede their learning or the learning of others will have a Functional Behavioral Assessment completed. The purpose of the FBA is to gather information pertaining to the targeted behavior(s) to determine if there is a pattern in when, why, and how the behavior (s) occur. If patterns are established, then a Positive Behavior Support Plan is created as part of their IEP. The purpose of the PBSP is to eliminate the pattern of behaviors and replace the behaviors with socially acceptable skills. Furthermore, a student's IEP will have restraint as a last resort when the student is exhibiting behaviors, which are a danger to themselves or others. Students with PBSP in the IEPs also have regular social skills instruction for the purpose of teaching socially acceptable alternative skills/behaviors.

District-wide, personnel are trained in Non-violent Physical Crisis Intervention and are re-certified every two years. Personnel must demonstrate proper restraint techniques and pass a written exam to maintain their certification. Current restraint certification is a mandatory job requirement for all special education paraprofessionals and personal care assistants. Personnel working with specific populations are trained in Safe Crisis Management and Quality Behavior Solutions. Restraint is used only as a last resort. The plan for elimination includes identification of the function of the appropriate replacement behaviors. Prone restraints are prohibited and never used. The only restraints utilized are those, which are included in the approved restraint training programs.

Incident reports are completed by staff members who engage in a restraint. All restraints are entered into the Restraint Information System Collection site on a monthly basis. The assigned case manager, of a student who was restrained, contacts the parent immediately to notify the parent of the restraint and offer an IEP meeting. If the parent accepts the invitation to the meeting, an IEP meeting is held within 10 days of the restraint. If the parent does not want/need to meet, then the IEP meeting is documented as being waived by the parent.

Personnel have participated in Functional Behavioral Assessment, Positive Behavioral Support Plan, Applied Behavior Analysis, Verbal Behavior, and Quality Behavior Solutions trainings offered by IU #13 and PaTTAN. In addition, Hempfield School District has invested in train-the-trainer model for Crisis Prevention Intervention and Safe Crisis Management. We have on-site trainers who enable us to utilize the appropriate techniques.

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.

Unfortunately, there are a limited number of students that we struggle to find effective educational programs to meet their needs and to ensure FAPE. In those instances, these are students with significant behavioral and/or emotional challenges of elementary ages. When we struggle to find placements and services, we work with multiple agencies and supports to find a placement and sufficient services to meet the needs of these students. Child and Adolescent Service System Program (CASSP) has been a supportive resource. A philosophy of collaboration and partnership among persons involved with the student and their families is the basis of the CASSP organization. It was developed to provide comprehensive mental health care for children, adolescents and their families. Hempfield School District has utilized CASSP. Furthermore, The Director of Special Education will attend inter-agency meetings in person or via phone with all stakeholders (parents, mental health support personnel, insurance providers, mental health advocate, school team personnel, respite care providers...) to ensure that all stakeholders have a voice in the process to ensure appropriate placement decision-making.

Previously, two populations that we struggled with placement and programming for were middle/high school students with emotional needs that manifested in a more therapeutic nature and students on the autism spectrum who were non-verbal. Over the past few years, we have remediated these two areas to be able to meet these students' needs in an educational environment. We have a partnership with the IU#13 where they operate two Therapeutic Emotional Support classes, one at the middle school level and one at the high school level to support our emotional support students in need of a therapeutic model. Next year (2014-15), we are planning to operate our own high school class for this population of students. Our vision is to grow this program. For our students on the Autism spectrum who are non-verbal, in the Winter of 2011 we began training staff in the Verbal Behavior Model through the Autism Initiative from PaTTAN. In the fall of the 2011-12 school year, we implemented the Verbal-Behavior Model in our two elementary level Autistic Support classes. In the fall of 2012-13, we began operation of our middle-school Autistic Support class and implemented Verbal Behavioral programming. We now have parents outside of Hempfield School District inquiring about paying tuition to have their students attend our VB classes. As the students in the middle school Autistic Support class age-up to high school, we will continue to grow our Autistic Support program.

At Hempfield School District, we have two social workers who help children, families, and the district work with systems to find support. These two individuals are very supportive in working with insurance providers to acquire necessary placement and supports for some of our neediest students. One additional area of which we struggle to find placement for is primary-aged students with mental health needs. These children need a therapeutic emotional support setting.

CASSP meetings are helpful in bringing family, school and agencies together to collaborate and coordinate supports for students with multiple layers of services, supports, and needs.

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.

Hempfield School District has always been committed to providing a Free and Appropriate Public Education (FAPE) for all students. The district is dedicated to continuous improvement and excellence in the provision of this support. The strengths of the Special Education Program include:

Hempfield staff is held to a high standard. District-wide training initiatives include: Differentiated Instruction, Understanding by Design, Response to Instruction and Intervention, Co-Teaching, and Core Standards.

Most parents throughout the district are active participants in their children's educational processes through participation in MDE/IEP meetings and on task force teams.

Hempfield Parents of Exceptional Children (HPEC) is an organization whose steering committee is comprised of parents of exceptional children and the district Special Education Director and Coordinators, who provide and organize informational sessions for parents, staff and students throughout the school year. Topics have included: Use of Assistive Technology, How to Support Your Student with Anxiety and/or Depression, Reading IEPs and GIEPs, Transition Services, Least Restrictive Environment and ADHD: Panel on Medical and School Models.

There is a special education handbook available to support the staff and provide consistent procedures across the district.

State criteria for graduation of special education students have been met.

Technology has been provided for record keeping and special education documents

Verbal Behavior Model is implemented through the support of the Autism Initiative (PaTTAN) with full staff trained: three Special Education Teachers, four Special Education Para-educators, 9-11 Personal Care Assistants, two Speech and Language Therapists, an Occupational Therapist, and an Itinerant Autistic Support Teacher.

School teams have been created to support students on the Autism Spectrum within the regular education setting (Knights United, Autism Select). Teams consist of parents, students, regular education teachers, Special Education teachers, guidance counselors, building administration, and school psychologists.

Continuum of Services: Full-time, Supplemental, Itinerant: Learning Support, Emotional Support at the Elementary, Middle and High School levels. Full-time Life Skills Support at Elementary-High School. Full-time Autistic Support: Elementary and Middle. Itinerant Autistic Support district-wide. Itinerant Speech and Language Support district-wide. Occupational Support district-wide.

The district employs two trainers for Nonviolent Physical Crisis Intervention. Administrators, special education teachers, regular education teachers, psychologists, social workers and guidance counselors in the district are trained in de-escalation techniques and nonviolent physical restraints. Each school in the district has a trained team to support with de-escalation and potential restraint.

A team has been created at each level (elementary, middle, high) to complete an LRE needs assessment and brainstorm ways to provide more regular education opportunities for students with disabilities.

Data-driven teams work in each school building to ensure that special education students meet AYP goals.

All special education caseloads are within state regulations.

All special education positions are currently filled with highly qualified staff.

Special education students are provided access to all services available to regular education students.

Consistent, district-wide procedures are in use to identify students with disabilities.

Modern facilities are provided throughout the district with consistent student/teacher access to technology.

Co-teaching is occurring at all levels (elementary, middle, high) and push in services are occurring more frequently than pull out for students receiving itinerant services.

IEP goals and objectives are based on core standards.

Social skills training/instruction and psychological services are provided to all students receiving special education services whose educational teams deem it appropriate. A special education website is currently being updated. Parents will be able to access parental rights, Child Find regulations, frequently asked questions, and links to relevant websites.

Two social workers are employed by the district to help families navigate services and agency support outside of the school.

We contract with IU 13 for job training hours to assist students with transition.

Computer programs are utilized to remediate and strengthen academic skills (ALEKS, PLATO, MyAccess, Study Island, ILS).

Our special education teachers participate in curriculum planning.

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
- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Manos House	Nonresident	Prospect Grove High School	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Akron Elementary School	Neighboring School	HI	1

	Districts		
Bradley Center	Other	ES	1
Community School Southeast	Special Education Centers	ES	1
Community School West	Special Education Centers	ES	5
Conestoga Valley High School	Neighboring School Districts	MDS	1
Donegal Primary School	Neighboring School Districts	AS	1
Elizabethtown High School	Neighboring School Districts	MDS	1
Ephrata Area High School	Neighboring School Districts	ES	3
Fairland	Special Education Centers	ES	1
Fritz Elementary School	Neighboring School Districts	MDS	2
John Beck Elementary School	Neighboring School Districts	HI	5
LaSaQuick	Other	ES	1
Manheim Education Center	Special Education Centers	AS	4
Manheim Education Center	Special Education Centers	ES	2
Melmark	Special Education Centers	AS	1
Mulberry Street School	Special Education Centers	ES	2
NHS School	Special Education Centers	AS	2
Park Elementary School	Neighboring School Districts	LSS	2
Penn Manor High School	Neighboring School Districts	AS	1
Philhaven Residential	Special Education Centers	ES	1
Project SEARCH	Other	LS	1
Reidenbaugh Elementary School	Neighboring School Districts	MDS	2
Reidenbaugh Elementary School	Neighboring School Districts	AS	1
Reidenbaugh Elementary School	Neighboring School Districts	PS	1
School to Work	Special Education Centers	LSS	6
Vista School	Approved Private Schools	AS	1

Warwick High School	Neighboring School Districts	MDS	3
Warwick High School	Neighboring School Districts	HI	1
Western Pennsylvania School for the Deaf	Approved Private Schools	HI	1
Park Elementary School	Neighboring School Districts	ES	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 12	11	1
Justification: Teacher services students outside of the three year age range but never services those students at the same time.							

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	5	0.5
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	7	0.5

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	11	1

		are operated					
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Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	10 to 12	10	1

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	1

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 11	18	1
Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.							

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 6	12	1

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	17	1

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 13	18	1

Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 13	15	1

Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	10 to 12	10	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Primary Center	An Elementary School	A building in which General	Itinerant	Learning Support	5 to 5	1	0.25

	Building	Education programs are operated					
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	8	0.5
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.25

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	1	0.08
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 8	11	0.92

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	10 to 12	5	0.6
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	5	0.25
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 11	4	0.15

		operated					
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Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landiville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	10	1

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	2	0.15
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.8
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	10 to 10	1	0.05

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	7	0.75
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.25

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	1

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	1	0.1
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	6 to 9	11	0.9

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	1	0.1
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	7	0.9

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	9	1

Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	11	1

Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	19	1

Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.

Program Position #24

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	7 to 10	7	1

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	13	1

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	1

Program Position #27*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	8	1

Program Position #28*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	8	1

Program Position #29*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	8	1

Program Position #30*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	13 to 15	10	1

Program Position #31

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	1

Program Position #32

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	23	1

Program Position #33

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	22	1

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 16	5	1

Program Position #35

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.75
Centerville Middle School	A Middle School	A building in which General	Supplemental (Less Than 80%)	Learning Support	14 to 14	1	0.25

	Building	Education programs are operated	but More Than 20%)				
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Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	24	1

Program Position #37*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 10	11	1

Justification: Due to the natural of their disabilities, the students are able to make meaningful progress despite a large age range.

Program Position #38*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	7 to 11	8	1

Justification: Due to the natural of the disabilities of the students in this class, programming has been designed for all students to make meaningful progress.

Program Position #39*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rohrerstown Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 19	7	1

Justification: Teacher services students that fall outside of the 3 year age range, but never services them together.

Program Position #40*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	6	1

Program Position #41*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	13 to 15	6	1

Program Position #42*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	23	1

Program Position #43*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	27	1

Program Position #44*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	14	1

Program Position #45*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	16	1

Program Position #46*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 20	6	1

Program Position #47*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	14	1

Program Position #48*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	16 to 17	5	1

Program Position #49*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	29	1

Program Position #50*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	12	1

Program Position #51*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 16	9	1

Program Position #52*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	13	1

Program Position #53*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	8	0.5
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.5

Program Position #54*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	26	1

Program Position #55*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	14	1

Program Position #56*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Landisville Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	33	0.5
Landisville Primary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	31	0.5

Program Position #57*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	33	0.5
Hempfield High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 21	31	0.5

Justification: Students are not serviced together who are outside of the 4 year range

Program Position #58*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 6	12	0.25
Landisville Intermediate Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	41	0.75

Program Position #59*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Petersburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 12	65	1
Justification: Students outside of the age range are not serviced together							

Program Position #60*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rohrerstown Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	58	1
Justification: Students outside of the allowable age range are not serviced together							

Program Position #61*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Centerville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	60	1
Justification: Students outside of the allowable age range are not serviced together							

Program Position #62*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Mountville Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	61	1
Justification: Students outside of the allowable age range are not serviced together							

Program Position #63*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Farmdale Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Students outside of the allowable age range are not serviced together							

Program Position #64*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 8	5	0.33
Hempfield School District	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	10 to 12	12	0.33
Hempfield School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	15 to 19	15	0.34

Program Position #65*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	7 to 9	10	0.5
Hempfield School District	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	10 to 13	11	0.5

Program Position #66*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hempfield School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 8	8	0.33
Hempfield School District	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	10 to 12	10	0.34
Hempfield School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	15 to 21	8	0.33
Justification: Students are serviced 1:1							

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Landisville Primary Center	1
School Psychologist	Landisville Intermediate Center	0.5
School Psychologist	Hempfield High School	0.5
School Psychologist	Hempfield High School	0.25
School Psychologist	Landisville Middle School	0.5
School Psychologist	Rohrerstown Education Center	0.25
School Psychologist	Rohrerstown Elementary	1
School Psychologist	East Petersburg Elementary	1
School Psychologist	Centerville Elementary	0.5
School Psychologist	Centerville Middle School	0.5
School Psychologist	Mountville Elementary	0.5
School Psychologist	Farmdale Elementary	0.5
Director of Special Education	Hempfield School District Administration Building	1
Elementary Special Education Coordinator	Hempfield School District Administration Building	1
Secondary Special Education Coordinator	Hempfield School District Administration Building	1
Director of Student Services	Hempfield School District Administration Building	1
Social Worker	Hempfield School District Administration	1

	Building	
Social Worker	Hempfield School District Administration Building	1
Speech and Language Pathologist	Centerville Elementary	1
Speech and Language Pathologist	Centerville Middle School	0.5
Speech and Language Pathologist	Mountville Elementary	1
Speech and Language Pathologist	Farmdale Elementary	0.5
Speech and Language Pathologist	Landisville Middle School	0.5
Speech and Language Pathologist	Landisville Primary Center	1
Speech and Language Pathologist	Landisville Intermediate Center	0.5
Speech and Language Pathologist	East Petersburg Elementary	0.5
Speech and Language Pathologist	East Petersburg Elementary	1
Speech and Language Pathologist	Rohrerstown Elementary	0.75
Speech and Language Pathologist	Rohrerstown Education Center	0.25
Speech and Language Pathologist	Hempfield High School	0.5
Occupational Therapist	Hempfield School District	1
Certified Occupational Therapist Assistant	Hempfield School District	0.6
Itinerant Autistic Support Teacher/Internal Coach	Hempfield School District	1
Paraeducator	Centerville Elementary	1
Paraeducator	Centerville Elementary	1
Paraeducator	Centerville Elementary	1
Personal Care Assistant	Centerville Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Paraeducator	East Petersburg Elementary	1
Personal Care Assistant	East Petersburg Elementary	0.6
Personal Care Assistant	East Petersburg Elementary	0.6
Personal Care Assistant	East Petersburg Elementary	0.6
Paraeducator	Farmdale Elementary	1
Paraeducator	Farmdale Elementary	0.5
Paraeducator	Farmdale Elementary	0.5
Paraeducator	Landisville Primary Center	1
Paraeducator	Landisville Primary Center	0.5
Paraeducator	Landisville Primary Center	1
Paraeducator	Landisville Primary Center	1
Personal Care Assistant	Landisville Primary Center	0.6
Personal Care Assistant	Landisville Primary Center	0.6
Paraeducator	Landisville Intermediate Center	1
Paraeducator	Landisville Intermediate Center	1
Paraeducator	Landisville Intermediate Center	1

Paraeducator	Mountville Elementary	1
Paraeducator	Mountville Elementary	1
Paraeducator	Mountville Elementary	0.5
Paraeducator	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Personal Care Assistant	Mountville Elementary	1
Paraeducator	Rohrerstown Elementary	1
Paraeducator	Rohrerstown Elementary	1
Paraeducator	Centerville Middle School	1
Paraeducator	Centerville Middle School	1
Paraeducator	Centerville Middle School	1
Paraeducator	Centerville Middle School	0.5
Personal Care Assistant	Centerville Middle School	1
Personal Care Assistant	Centerville Middle School	1
Personal Care Assistant	Centerville Middle School	0.6
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	1
Paraeducator	Landisville Middle School	0.6
Personal Care Assistant	Landisville Middle School	1
Personal Care Assistant	Hempfield High School	0.5
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	0.5
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	1
Paraeducator	Hempfield High School	0.5
Paraeducator	Hempfield High School	1
Paraeducator	Rohrerstown Education Center	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Job Training	Intermediate Unit	3 Days
Physical Therapy	Intermediate Unit	30 Hours
Occupational Therapy	Intermediate Unit	10 Hours

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:

In **2012-13**, all 10 HSD schools had **SPP scores** of above 81.7%, with our high school, one middle school and four elementary schools scoring in the 90s and one middle school and three elementary schools scoring in the 80s. Preliminary SPP score information for **2013-14** indicates that all ten HSD schools again scored 80.0% or above (official scores were not available at the time this plan was prepared)

Accomplishment #2:

Students scoring proficient or advanced across the district in **Math on PSSA exams** have ranged between 85.5 - 87.1% the past three years, which is approximately 12 - 14% points above the 2014 state average of 73.3%. Furthermore, during that span of time, students scoring advanced on the math PSSA have ranged between 61 - 62%, 13 - 14% points above the 2014 state average 48%.

Accomplishment #3:

Students scoring proficient or advanced across the district in **Reading on PSSA exams** have ranged between 83.1 - 84.7% the past three years, which is roughly 13 - 15% points above the 2014 state average of 69.4%. Furthermore, during that time, students scoring advanced on the reading PSSA have ranged between 50 - 51%, 14 - 15% points above the 2014 state average of 36%.

Accomplishment #4:

Students scoring proficient or advanced across the district in **Science on PSSA exams** have ranged between 74.4 - 83.1% the past three years, with results the past two years ranging from 81.9 - 83.1%; results the past two years are roughly 12-13% above 2014 state average of 69.4%. Furthermore, during that time, students scoring advanced on the reading PSSA have ranged between 39-48%, 5 - 12% points above the 2014 state average of 34%.

Accomplishment #5:

Students scoring proficient or advanced across the district in **Writing on PSSA exams** have ranged between 80.7 - 85.6% the past three years, which is roughly 13 - 18% points above the 2014 state average of 67.6%. Furthermore,

during that time, students scoring advanced on the reading PSSA have ranged between 10 - 12%, 2 - 4% points above the 2014 state average of 8%.

Accomplishment #6:

2014 Pennsylvania Value Added Assessment System (PVAAS) results indicated that students comprising groups predicted to achieve in the Below Basic, Basic, and Proficient categories for **math in Grades 4-6** met the growth standard between the 2013 and 2014 administrations of the PSSA math assessment.

Accomplishment #7:

2014 Pennsylvania Value Added Assessment System (PVAAS) results indicated that with the exception of students in Grade 6 that were predicted to score in the below Below Basic range, students comprising groups predicted to achieve in the Below Basic, Basic, and Proficient categories for **reading in Grades 4-6** met the growth standard between the 2013 and 2014 administrations of the PSSA reading assessment.

Accomplishment #8:

2014 Pennsylvania Value Added Assessment System (PVAAS) results indicated that students comprising groups predicted to achieve in the Below Basic, Basic, Proficient, and Advanced categories for **math in Grades 7 and 8** met the growth standard between the 2013 and 2014 administrations of the PSSA reading assessment, with significant evidence indicating that in all four performance groups exceeded the growth standard for 8th grade math.

Accomplishment #9:

2014 Pennsylvania Value Added Assessment System (PVAAS) results indicated that with the exception of students predicted to score in the Advanced range, students comprising groups predicted to achieve in the Below Basic, Basic, Proficient, and Advanced categories for **reading in Grades 7 and 8** met the growth standard between the 2013 and 2014 administrations of the PSSA reading assessment, with significant evidence indicating that in all four performance groups exceeded the growth standard for 7th grade reading.

Accomplishment #10:

2014 Pennsylvania Value Added Assessment System (PVAAS) results indicated that students comprising groups predicted to achieve in the Below Basic, Basic, Proficient, and Advanced categories on the Algebra 1, Biology, and Keystone Exams met the growth standard for the 2014 administration of these assessments. Furthermore, with the exception of student predicted to score in the Below Basic range on the Literature Keystone Exam, significant evidence indicates that all other performance groups exceeded the growth standard on the Algebra 1, Biology, and Keystone Exams.

Accomplishment #11:

In keeping with a solid tradition of high student attendance, promotion, and graduation rates, **2014 SPP Scores** indicated that all Hempfield schools achieved **student attendance rates** of 96.3% or higher in 2013-14, and **promotion rates** for all elementary and middle schools ranged from 99-100%. The **cohort graduation rate** achieved by Hempfield High School in 2013-14 was 96.6%.

Accomplishment #12:

A total of 367 of the 504 students who comprised the Class of 2014 (73%) completed the **Scholastic Aptitude Test (SAT)** during their career, accumulating average scores of 522 , 543, and 494 on the Verbal, Math, and Writing sections of the exam. Furthermore, 165 Hempfield High School students completed **Advanced Placement (AP)** exams, with 86.8% scoring 3 or above on the exams – this represented the highest scoring rate in the past five years.

Accomplishment #13:

Despite the reality of diminished financial resources faced by Pennsylvania public schools, **the Hempfield School District has maintained a full compliment of core and special area curricular offerings** at the elementary, middle school, and high school levels. In addition to the core subjects of English/Language Arts, math, science and social studies, students across the K-12 school system receive instruction in art, music, and physical education. Students at the secondary level also have access to courses in the areas of Business and Computer Information Technology, Family and Consumer Science, Technology Education, and World Languages. At the high school, the district offers instruction in five foreign languages, hosts a rich variety of art and music electives, and offers the opportunity for students to participate in the Project Lead the Way pre-engineering program.

District Concerns

Concern #1:

Although two HSD schools improved their **SPP scores** from 2012-13 to 2013-14 (based on preliminary information available for 2013-14) and four schools scored within 1.5% of their SPP score from the previous year, four HSD schools realized SPP score decreases of 4.8%, 9.4%, 10.0%, and 10.7%.

Concern #2:

With the exception of PSSA Science (which has trended up), **district achievement results for PSSA Math and Reading for grades 3-8** have been relatively flat, with scores ranging between 81-86% for reading and 84-89 for math with no discernible upward trend over the past three years.

Concern #3:

The average district achievement results on the PSSA Math and Reading exams in grades 3-8 for students who comprise the **Historically Underperforming subgroup** (special education, English as a Second Language, and economically disadvantaged students) have consistently achieved at lower levels than the average performance of the overall student population by double digit margins. The 2014 PSSA results reveal that the Historically Underperforming subgroup achieved proficiency levels of 67.5% in reading and 69.9% in math, compared to proficiency levels of 84.1% in reading and 85.5% in math for the overall student population.

Concern #4:

2014 Pennsylvania Value Added Assessment System (PVAAS) results provided evidence that students in Grades 4-6 comprising groups predicted to achieve at the Advanced level did not meet the growth standard on the PSSA Math assessment, and students predicted to score Advanced in Grades 4 and 6 did not meet the growth standard on the PSSA Reading assessment.

Concern #5:

2014 Pennsylvania Value Added Assessment System (PVAAS) results provided evidence that students in Grade 8 comprising groups predicted to score in the Advanced range did not meet the growth standard on the PSSA Reading or PSSA Science assessments, and that students predicted to score in the Basic range on the Grade 8 Science assessment did not meet the growth standard either.

Concern #6:

In the Spring of 2013, an **external audit of district instruction and professional development practices** was performed by faculty from the University of Virginia. The audit involved a total of 88 classroom observations conducted over two days across all district schools and the analysis of results of online surveys conducted with district teaching professionals and administrators. With regard to **classroom practices**, recommendations shared in the audit report indicated the need for additional training and monitoring for effective implementation in the areas of formative assessment development and use, creation and use of more flexible grouping practices within classrooms and across grade levels, and the application of planning and use of instructional practices that are differentiated to address varying levels of student readiness, interest, and learning style.

Concern #7:

In the Spring of 2013, an **external audit of district instruction and professional development practices** was performed by faculty from the University of Virginia. The audit involved a total of 88 classroom observations conducted over two days across all district schools and the analysis of results of online surveys conducted with district teaching professionals and administrators. With regard to **professional development practices**, recommendations shared in the audit report indicated the need to further differentiate professional development experiences in response to teacher/administrator readiness, interests, and learning needs. Specifically, the need to integrate professional development content related to classroom practices to a deeper degree within the district induction program for new teachers and providing “refresher” opportunities for seasoned staff was noted. Furthermore, integrating smaller, more personalized, grade level or department specific experiences (lesson study, lesson modeling, etc.) into the professional development plan and developing means to more effectively track teachers’ implementation of new understandings and practices in the classroom were identified as areas of need.

Concern #8:

Based on feedback received from staff and community members at Board meetings; through the use of e-mail, twitter, web page and blog postings, and social media vehicles; and district leaders' personal interactions with individuals and groups of stakeholders, a concern has emerged that suggests that target audiences of district communications do not always receive messages as intended or in a timely fashion, given the use of current communication structures and tools. Additionally, feedback received from the community suggests that there is an increased need for families to have access to resources and materials that will be better allow parents, guardians, and other interested family members to assist students with learning tasks outside of school.

Concern #9:

Student achievement, growth, attendance, and discipline data and perceptual data collected informally as a result of the various communications and interactions that occur between school personnel and with students and families suggest the need for continued development and implementation of comprehensive academic and behavioral interventions and supports. Specifically, an increasingly diverse and well-rounded collection of interventions and supports is needed to reduce obstacles at school and minimize the impact of external factors beyond the school’s control that impede the progress of at-risk students who struggle with learning and/or social-emotional situations and issues that make succeeding in school difficult.

Concern #10:

During work sessions completed by district's Comprehensive Planning District-Level Steering Committee, a question was raised regarding whether or not district STEM (Science, Technology, Engineering, and Mathematics) programming was comprehensive and pervasive enough across the K-12 curricular continuum to ensure that students graduate well prepared for post secondary education and work in a global marketplace.

Prioritized Systemic Challenges

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

Aligned Concerns:

Although two HSD schools improved their **SPP scores** from 2012-13 to 2013-14 (based on preliminary information available for 2013-14) and four schools scored within 1.5% of their SPP score from the previous year, four HSD schools realized SPP score decreases of 4.8%, 9.4%, 10.0%, and 10.7%.

With the exception of PSSA Science (which has trended up), **district achievement results for PSSA Math and Reading for grades 3-8** have been relatively flat, with scores ranging between 81-86% for reading and 84-89 for math with no discernible upward trend over the past three years.

Systemic Challenge #2 (*System #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:

Although two HSD schools improved their **SPP scores** from 2012-13 to 2013-14 (based on preliminary information available for 2013-14) and four schools scored within 1.5% of their SPP score from the previous year, four HSD schools realized SPP score decreases of 4.8%, 9.4%, 10.0%, and 10.7%.

With the exception of PSSA Science (which has trended up), **district achievement results for PSSA Math and Reading for grades 3-8** have been relatively flat, with scores ranging between 81-86% for reading and 84-89 for math with no discernible upward trend over the past three years.

Systemic Challenge #3 (*System #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:

The average district achievement results on the PSSA Math and Reading exams in grades 3-8 for students who comprise the **Historically Underperforming subgroup** (special education, English as a Second Language, and economically disadvantaged students) have consistently achieved at lower levels than the average performance of the overall student population by double digit margins. The 2014 PSSA results reveal that the Historically Underperforming subgroup achieved proficiency levels of 67.5% in reading and 69.9% in math, compared to proficiency levels of 84.1% in reading and 85.5% in math for the overall student population.

Systemic Challenge #4 (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Although two HSD schools improved their **SPP scores** from 2012-13 to 2013-14 (based on preliminary information available for 2013-14) and four schools scored within 1.5% of their SPP score from the previous year, four HSD schools realized SPP score decreases of 4.8%, 9.4%, 10.0%, and 10.7%.

With the exception of PSSA Science (which has trended up), **district achievement results for PSSA Math and Reading for grades 3-8** have been relatively flat, with scores ranging between 81-86% for reading and 84-89 for math with no discernible upward trend over the past three years.

Systemic Challenge #5 (*System #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:

Although two HSD schools improved their **SPP scores** from 2012-13 to 2013-14 (based on preliminary information available for 2013-14) and four schools scored within 1.5% of their SPP score from the previous year, four HSD schools realized SPP score decreases of 4.8%, 9.4%, 10.0%, and 10.7%.

With the exception of PSSA Science (which has trended up), **district achievement results for PSSA Math and Reading for grades 3-8** have been relatively flat, with scores ranging between 81-86% for reading and 84-89 for math with no discernible upward trend over the past three years.

Systemic Challenge #6 (*System #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:

Although two HSD schools improved their **SPP scores** from 2012-13 to 2013-14 (based on preliminary information available for 2013-14) and four schools scored within 1.5% of their SPP score from the previous year, four HSD schools realized SPP score decreases of 4.8%, 9.4%, 10.0%, and 10.7%.

With the exception of PSSA Science (which has trended up), **district achievement results for PSSA Math and Reading for grades 3-8** have been relatively flat, with scores ranging between 81-86% for reading and 84-89 for math with no discernible upward trend over the past three years.

District Level Plan

Action Plans

Goal #1: The Hempfield School District will implement consistent, research-based assessment and instructional practices in all district classrooms.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- 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 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: Building School Performance Profile (SPP) Scores

Specific Targets: District schools with current SPP scores in the 80s will realize average growth of 2-3% in SPP scores each year of the plan. Schools with current SPP scores in the 90s will experience average growth of 1-2% in SPP scores each year.

Type: Annual

Data Source: State Standardized Tests (PSSA and Keystone Exams)

Specific Targets: PSSA and Keystone Exam achievement data scores (aggregated and disaggregated by historically under-performing subgroups) will increase in all schools and tested subject areas from one year to the next during the plan cycle.

Type: Interim

Data Source: District-Adopted Benchmark and Diagnostic Assessments (CDTs, GRADE, DIBELS, etc.)

Specific Targets: Students, in aggregate and by subgroup, will demonstrate increased achievement and/or growth from one administration of each assessment to the next (2 or 3 times per year at a minimum) during each year of the plan cycle.

Type: Interim

Data Source: Curriculum-Based Assessments (specific to each course and content area)

Specific Targets: Student cohorts, in aggregate and by subgroup, will demonstrate improved achievement on common, end-of-unit summative assessments from one administration to the next during the planning cycle in all grade levels and content areas.

Strategies:

Identify and better align learning targets with planned instruction and assessments

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

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.)

In the spring of 2010, the Hempfield School District initiated the implementation of a 6-year curriculum cycle that involves assessing existing curricula, researching best practices related to specific content areas and pedagogy more generally, refining existing or developing new curricula based on needs assessments and research conducted, acquiring resources and providing professional development needed to effectively implement curricular revisions, and implementing and progress monitoring any changes made within the content area targeted for that particular year in the cycle. Fourteen content areas were assigned to different years within the cycle so that different subject disciplines would be involved in different aspects of the curriculum cycle in any given year.

As each content area has completed Year 1 of the cycle, recommendations for curricular changes and improvements were presented to and approved by the School Board. Thereafter, Year 2 work commenced with the revision of existing and/or writing of new curriculum for each targeted content area. All curricular revisions have involved moving course content into the Understanding by Design (UbD) curriculum framework introduced to the profession by Wiggins and McTighe. Since that time, curricular targets (Knows, Understands, and Does, or KUDs) aligned to PA Standards for Academic Achievement have been articulated in district KUD Charts and published for every content area, along with Year-at-a-Glance (YaaG) documents that outline in summary form the units of study that comprise every course in every content area and grade level. This work comprises the Stage 1 of the UbD Framework.

For the past two years, the district has worked to develop varied assessments (that comprise Stage 2 of the UbD Framework) for each course and grade level - this work is ongoing. A challenge that district achievement and growth data has helped us identify is that given where we are in the process of integrating our curricula into the UbD Framework, lesson planning and delivery (Stage 3 of the UbD Framework) in some courses and grade levels varies widely from teacher to teacher and school to school. As a result, in some cases the student learning experiences are not always aligned tightly with the KUDs established as the learning targets for a given course or grade level. Consequently, students do not consistently demonstrate on district (or state) assessments the level of achievement or growth the district expects to observe.

This strategy seeks to ensure that learning targets (KUDs) for each unit of study in every course, content area, and grade level are identified and mindfully considered as instruction and assessment experiences are planned by all teachers. Alignment of what we desire students to know, understand, and do as a result of instruction; the manner in which we intend to assess what students know, understand, and can do; and the instructional experiences implemented to ensure students know, understand, and can do what is intended for in every course or grade level is the reason this strategy has been identified and the UbD Framework was selected to guide the development/refinement of district curricular programs.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Initiate steps to ensure that all teaching professionals effectively differentiate instruction and apply research-based best practices with fidelity

Description:

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

Since the 2006-07 school year, the Hempfield School District has been engaged in training teachers to apply instructional best practices in classrooms to meet the varied needs of a student body that has become increasingly diverse over the past 10 years. Central to these training efforts have been the development of teacher understanding and application of the philosophy and strategies associated with Differentiated Instruction (Tomlinson), knowledge and use of practices intended to build students' literacy skills across content areas (Tovani, Gallagher, etc.), and understanding and integration of best practices presented in the Framework for Teaching (Danielson). Of particular note is that the Framework for Teaching now constitutes the Foundation of Pennsylvania's recently implemented Educator Effectiveness System (EES) and has constituted the backbone of Hempfield's supervision and evaluation program for professional staff for more than 10 years.

Although district and state assessment data suggest gains have certainly occurred with regard to the enhancement of teachers' instructional practices across the school system over the past several years, available student achievement and growth data also indicate that the application of best practices is not yet consistent across content areas, grade levels, and/or schools and that there continues to be room and need for growth with regard to teacher pedagogy. This strategy is intended to ensure "best practice" instruction and assessment is prevalent in all district classrooms and schools in ways that ensure all students have access to rigorous and engaging learning experiences, account for student differences, and seamlessly integrate digital resources and technology in ways that optimize learning and prepare students for life in the 21st Century.

SAS Alignment: Assessment, Instruction, Materials & Resources, Curriculum Framework

Implement a 1:1 Technology Initiative that puts a digital device in every student's hands within a five-year time frame

Description:

The Hempfield School District recognizes that technology is integral to students' daily lives currently and will continue to play a major role in their lives, both personally and professionally, after they graduate. Currently, there is a gap in how the district employs

technology to educate students in the present and prepare them for this future. Although technology has been infused in teacher instruction in "pockets" across the district, it has yet to be integrated in a manner that can be described as systemic with regard to providing authentic, engaging, student-centered learning experiences to all students in all content areas, grade levels, and schools. Basic technology skills need to be realigned to more age-appropriate levels (with an emphasis on pushing instruction and skill development to earlier grade levels) and older students need additional opportunities to work in digital environments that are more self-directed and focused on authentic, real-world issues and challenges.

The district's vision is to offer a K-12 technology program in which every student has a digital device to access course materials, assessments, textbooks, and grades and to communicate with their teachers, the community, and the world. Developing and practicing these skills will enhance the effectiveness of students' educational experiences and better prepare them for their future after graduation. From an operational perspective, the availability of an electronic device for each student means greater flexibility in distributing resources; less reliance on older, out-of-date materials; faster communications with teachers and peers with whom they may partner on learning tasks; faster access to assessment results; and an increased ability of teachers to differentiate instruction to meet divergent student needs. This strategy seeks to ensure that more students have greater access to these educational benefits by the conclusion of this three-year planning cycle.

SAS Alignment: Assessment, Instruction, Materials & Resources

Ensure the provision of rigorous, comprehensive STEM education across the K-12 System

Description:

To compete successfully in the global marketplace, all Hempfield students need access to rigorous, relevant, engaging educational experiences in the subject disciplines of science, technology and engineering education, and mathematics. Ensuring that all students have early and ongoing access to well designed and effectively differentiated STEM educational experiences will be critical to their preparation for 21st century work and living.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Redefine expectations and provide training for the effective use of unit planning, Essential Questions (EQs), and activating/summarizing strategies by all professional staff

Description:

The assistant superintendent, Director of Curriculum, principals, and department leaders will convene during the first half of the 2015-16 school term to redefine expectations for teachers related to the use of unit plans when crafting daily lesson plans, how EQs are to be used during instruction, and how/why activating and summarizing strategies are to be employed. During the spring semester, a combination of faculty and department meetings will be used across the second half of the year to introduce and reinforce these expectations. Digital resources will be identified/developed to assist teachers who require additional support to meet expectations related to this implementation step. Additionally, these topics will be addressed during Year 1 of our teacher induction program during evening sessions that occur throughout the year.

This implementation step will be accomplished with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2016

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

Supported Strategies:

- Identify and better align learning targets with planned instruction and assessments

Monitor progress to ensure that unit plans are used to develop and deliver with fidelity lesson experiences that are well aligned to unit KUDs and effectively incorporate the use of Essential Questions (EQs) and activating/summarizing strategies

Description:

Through the use of formal observations, classroom walk-throughs, document reviews, and other supervision/evaluation plan processes, district principals and department leaders will monitor teacher planning and instruction to ensure that learning experiences are well aligned with unit learning targets and that EQs and activating/summarizing strategies are employed consistently and effectively. Principals and department leaders will intervene to provide additional clarification, training, direction, and/or support to individual teachers who experience difficulty meeting expectations related to this implementation step.

This action step will be accomplished with existing district resources.

Start Date: 7/1/2016 **End Date:** 6/30/2018

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

Supported Strategies:

- Identify and better align learning targets with planned instruction and assessments

Provide training to all teaching professionals in the effective use of pre- and formative assessments, flexible grouping, and tiered instruction practices

Description:

The district will provide additional training to all teaching professionals regarding the effective use of pre-/formative assessment strategies, flexible grouping, tiered instructional practices focused on promoting high levels of student engagement and critical thought. This will be accomplished via the use of a series of 90-minute workshops devoted to each of these topics as well as other teacher collaboration opportunities that will be provided during district early dismissals, in-service days, and summer/after school training opportunities. Resources developed through the district's partnership with Carol Ann Tomlinson and her team at the University of Virginia will form the basis of these trainings. Thereafter, additional digital and other resources related to this topic will be identified and shared with staff over the course of the three-year planning cycle. Additionally, these topics will be addressed during Year 1 of our teacher induction program during evening sessions that occur throughout the year.

This action step will be initiated and accomplished with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2017

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

Supported Strategies:

- Initiate steps to ensure that all teaching professionals effectively differentiate instruction and apply research-based best practices with fidelity

Monitor progress to ensure that effective pre-/formative assessment, flexible grouping, and tiered instruction practices are implemented with fidelity during instruction across all district schools and classrooms.

Description:

Through the use of formal observations, classroom walk-throughs, document reviews, and other supervision/evaluation plan processes, district principals and department leaders will monitor instruction and assessment in their buildings and departments to ensure that assessments are being strategically implemented throughout the teaching of units of study, and that assessment data is used to inform flexible grouping and tiered instruction practices needed to appropriately differentiate instruction to meet the varied needs of students. Principals and department leaders will intervene to provide additional clarification, training, direction, and/or support to individual teachers who experience difficulty meeting expectations related to this implementation step.

This implementation step will be accomplished with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2017

Program Area(s): Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Initiate steps to ensure that all teaching professionals effectively differentiate instruction and apply research-based best practices with fidelity

Provide training to all teaching professionals who work with gifted/advanced learners to appropriately differentiate learning experience to ensure annual growth of at least a year for this targeted population

Description:

Training will be provided to teaching professionals who work with gifted/advanced learners via a series of workshops, department-focused presentations, and grade level-focused presentations. In the fall, training focused on pre-assessments and formative assessments to guide instruction and time to develop a minimum of two pre-assessments will be provided. Additionally, training focused on the use of flexible grouping to meet the needs of the advanced/gifted learner and time to collaborate with colleagues to create a plan where flexible grouping will be utilized. Training focused on various differentiation tools (anchor activities, tiered assignments, choice menus, RAFTs, Think Tac Toe, Think Dots and curriculum compacting) and time to create a minimum of two differentiation tools will also be provided. Follow-up collaboration and development opportunities will be provided and reflection and analysis of student work and other documents will be encouraged.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education, Gifted Education

Supported Strategies:

- Initiate steps to ensure that all teaching professionals effectively differentiate instruction and apply research-based best practices with fidelity

Monitor progress to ensure that all teaching professionals make effective use of instructional practices that ensure gifted/advanced learners grow at least a year

Description:

Through the use of formal observations, classroom walk-throughs, document reviews, assessment data analysis, and other supervision/evaluation plan processes, district principals and department leaders will monitor teacher planning and instruction to ensure that teachers effectively utilize assessment and differentiated instruction strategies that promote the growth of gifted/advanced learners. Data team meetings will provide a forum for the specific discussion of the needs of gifted/advanced learners. The district SharePoint site will be used as a repository for exemplary lesson plans and other documents/tools available to teaching professionals for use with gifted/advanced learners.

This action step will be accomplished with existing district resources.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Gifted Education, Educational Technology

Supported Strategies:

- Initiate steps to ensure that all teaching professionals effectively differentiate instruction and apply research-based best practices with fidelity

Enhance and maintain the hardware and infrastructure needed to effectively implement a 1:1 technology initiative

Description:

The district's long term vision and goal is to implement a 1:1 technology program in grades 1-12 and possibly kindergarten. Doing so requires the purchase of a device for every student, upgrades to the district's network and communications infrastructure, and extensive planning to handle managing several thousand devices. Limitations on

staff, time, and money will prevent all grade levels from starting the program simultaneously, so the district is planning a phase-in approach, beginning with a few grade levels and gradually ramping up to a sustainable, three-year replacement cycle for hardware.

In the proposal currently under consideration, students in grade 4 would receive their devices in the 2015-16 school year following teacher professional development and network upgrades. The process would be repeated the following year for grades 1 and 7 (in addition to the new students entering 4th grade). The 2015-16 4th graders would carry their devices into 5th grade. At the end of the 2016-17 school year, grades 1, 4, 5, and 7 would all be 1:1. In 2016-17, 10th grade would be added to the plan. Three year replacement cycles will begin in grades 1, 4, 7, and 10 with students carrying their devices for the following two school years.

Several different funding areas have been identified to help with the cost of the program. Money will be repurposed from both the technology budget and the curriculum budget. Other areas, such as supply budgets, have also been identified as potential sources of funding. The district will evaluate financing options to determine the best use of district funds, taking into consideration damage rates, hardware costs, and money gained from the sale of devices at the end of the replacement cycle. Three-year-old devices will be sold off at market value to create a new source of income to help fund the program. An insurance program will also be developed to help split repair costs between the district and students when damage to devices occurs.

The district has been updating the wireless network infrastructure in all schools over the last several years, but more upgrades are required to fully support a 1:1 initiative in all grade levels. Classrooms in grade levels receiving devices will be upgraded with additional wireless access and upgraded projection systems the preceding summer to ensure that full connectivity is available once classes begin. The district wireless network is already well developed and enhancing it will not require a significant amount of time. Recent changes to eRate offer a potential source of funding for the upgrades in addition to district capital improvement funds. Internet connectivity has recently been upgraded to support a 1:1 initiative.

The success of this step will largely be determined by the presence of a 1:1 device in each student's hands and how well those devices can be utilized in the classroom in support of instructional activities.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Educational Technology

Supported Strategies:

- Implement a 1:1 Technology Initiative that puts a digital device in every student's hands within a five-year time frame

Research and acquire software and digital resources needed to appropriately implement the 1:1 technology initiative

Description:

The district is currently using a 6-year curriculum update cycle. The cycle is designed to ensure that all curricular areas are reviewed on a regular basis for appropriate content and aligned materials. Each academic area reviews their materials and works with the administration and school board to approve new texts and supplemental material. The 2015-16 school year marks the beginning of the second full rotation of all areas through the cycle and is an excellent starting point for the research and acquisition of materials related to the 1:1 initiative. Each department will need to identify specific software and apps for their courses at all grade levels. Money previously spent on textbooks will need to be more evenly distributed between other electronic resources.

Each department will work with the Director of Curriculum, Assistant Superintendent, and Technology Department during their curriculum development time to identify and develop electronic materials. Over the last three years, the district has encouraged teachers at all levels to develop an online presence and make as many of their course documents, assignments, and resources available electronically as possible. As curriculum is reviewed, these resources will be indexed, organized, and added to the course management system to create a more seamless online learning environment for students. The district will continue training teachers and administrators in the use of course management systems which are critical to delivering synchronous and asynchronous instruction online. The district's course management system is a critical tool for distributing course materials, assignments, and managing day-to-day interactions in a 1:1 environment.

District library services will also be expanded to offer fiction and nonfiction eBooks to students for use in class and for recreational reading. The availability of electronic texts will be a critical requirement for seamlessly embedding technology use in students' academic lives. Electronic text availability and effective online course management will help ensure a successful 1:1 program.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Educational Technology

Supported Strategies:

- Implement a 1:1 Technology Initiative that puts a digital device in every student's hands within a five-year time frame

Provide professional development needed to ensure that all teaching staff use technology tools available to students to maximize student engagement and learning

Description:

Professional development will be a key factor in the success of our 1:1 initiative for students, teachers and administrators. Integrating technology into all areas of instruction, enhancing the educational process and providing teachers with continuing professional development will be ongoing as we implement our 1:1. The technology devices and their use will become ubiquitous and transparent as we move through the plan. Teachers and administrators will develop technology tools, resources, best practices for their discipline as well as coaching and support throughout the process.

Before beginning our training initiative, several initial surveys will be conducted in order to gather baseline data for our professional development program. These surveys will allow us to better plan for different areas of need and provide differentiation in training sessions for our staff. Surveys will be conducted each subsequent year to compare and analyze data as well as to determine the success of the program.

Administrative training will provide technology specialists principals, department leaders, and district level staff with an understanding of best practices and modeling strategies. This core group of leaders will be an asset to providing vision and moving the district forward in the 1:1 initiative. Training sessions for these groups will be ongoing with time to reflect and share how they are utilizing/integrating technology into their areas. Administrators will also be welcome to partner in teacher training sessions. At least 4 professional development days will be provided for the administrative group during each year.

Professional development will be phased in for our teaching staff. Teachers will begin technology integration training the year prior to having the devices in their classrooms. During the first year, teachers in the first cohort will include those teachers that will get their devices as well as teachers that will be receiving devices the following year. This will allow teachers to begin preparing and executing what they learned in their classroom with the current technology that is available. As additional grade levels are introduced into the hardware matrix, new teachers will continue to be trained until the entire teaching staff is through the initial training phases. Continued and ongoing professional development for staff will follow in subsequent years of the plan. Teachers will be provided with at least 8 days of professional development over the course of each year.

Various core and additional training opportunities will be offered during the school day, in-service days, before and after school as well as over the summer. Elementary and Secondary Technology academies will continue to be offered throughout each school year to allow non 1:1 teachers training opportunities. All teachers will have the core 1:1 training within 4 years. An effort will be made to provide teachers with common time to share and discuss projects, resources and what is working best with their classrooms. Additionally, some training modules will be made available electronically. These modules will allow teachers to revisit training sessions or areas with which they may need additional assistance.

This implementation step will be initiated using existing district resources.

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

Program Area(s): Educational Technology

Supported Strategies:

- Implement a 1:1 Technology Initiative that puts a digital device in every student's hands within a five-year time frame

Develop and implement a process for involving and educating internal and external stakeholders about the 1:1 technology initiative

Description:

Professional development for teachers covering technology usage in the classroom represents a significant training requirement for a 1:1 initiative, but the district also recognizes that a significant amount of training is required for administrators, parents, board members, and community members. It is critical for all stakeholder groups to understand the reasons behind the 1:1 program, what it means for students, and how learning will change in and out of the classroom. Different groups will require different levels and types of training and this process will require a variety of training methods to be successful.

Administrators will need to gain an understanding of how teachers can use technology in their classrooms, what some of the potential discipline problems will be, how to talk with parents about the program, what considerations are required for special education students, along with a number of other administrative topics. Parents will need instruction on how to operate the 1:1 device to ensure they continue to be a part of their child's education and that they understand how to access the substantial variety of digital materials and resources that will be available. Because a significant majority of our community do not have students in the school system and for many, it has been a number of years since they were in a classroom, community members will also need an introduction to how technology is being used to reinforce and expand instructional practices.

The stakeholder education process will require a variety of different approaches to meet the needs of different stakeholder groups, ranging from professional development for administrators to evening information sessions for parents. In the case of the larger Hempfield community, local media will need to be involved in getting the details out about the 1:1 initiative. Success will be measured by parent and community feedback.

This action step will be initiated using existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Implement a 1:1 Technology Initiative that puts a digital device in every student's hands within a five-year time frame

Analyze the appropriateness of curriculum goals and learning experiences in science, technology education, and mathematics courses

Description:

Through the continued implementation of Hempfield's Curriculum Audit and Revision Cycle, the Director of Curriculum will work with the department leaders of the Science, Technology Education, and Mathematics departments to review the research and literature base regarding what constitutes best practices in STEM education and how best to achieve STEM aims to ensure that Hempfield students are prepared to thrive in STEM settings beyond graduation.

This implementation step will be accomplished with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Ensure the provision of rigorous, comprehensive STEM education across the K-12 System

Identify and implement curricular revisions needed to ensure all students have access to rigorous, relevant, engaging STEM learning experiences

Description:

As needs for curricular revision in the areas of science, technology education, and mathematics are identified through the district's curriculum audit and revision cycle processes, the Director of Curriculum and department leaders in these areas will convene processes to revise existing curriculum, establishing updated learning goals and planning the development of new or improved learning experiences to which students will need to have access to achieve the updated learning targets in these curricular areas. To the extent district scheduling and facility structures allow, opportunities to integrate learning experiences across the science, technology education, and mathematics departments need to be sought.

Start Date: 7/1/2015 **End Date:** 6/30/2018

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

Supported Strategies:

- Ensure the provision of rigorous, comprehensive STEM education across the K-12 System

Goal #2: The Hempfield School District will reduce barriers to student learning and implement improved interventions/supports to meet the academic and personal growth needs of at-risk students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- 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 students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Building School Performance Profile (SPP) Scores

Specific Targets: All district schools will achieve in all tested subjects the annual targets necessary to close the achievement gap between the overall student population and historically under-performing subgroups.

Type: Annual

Data Source: State Assessment Scores (PSSA and Keystone Exams)

Specific Targets: PSSA and Keystone Exam achievement data scores for historically under-performing subgroups in all schools and tested subjects will increase enough to meet the annual targets set by the state in each year of the planning cycle.

Type: Annual

Data Source: State Assessment Scores (PSSA and Keystone Exams)

Specific Targets: PVAAS data will provide evidence that groups of students in all schools and tested subjects areas that are predicted to score non-proficient on the exams have realized at least one year's growth.

Type: Interim

Data Source: District-Adopted Benchmark and Diagnostic Assessments (GRADE, DIBELS, etc.)

Specific Targets: Students identified as "at-risk" (based on state or district assessment data) will demonstrate increased achievement and/or growth from one administration of each assessment to the next (2 or 3 times per year at a minimum) during each year of the plan cycle.

Type: Interim

Data Source: Curriculum-Based Assessments (specific to each course and content area)

Specific Targets: Students identified as "at-risk" (based on state or district assessment data) will demonstrate achievement and/or growth on common, end-of-unit summative assessments in all grade levels and content areas that is comparable to the general student population, in all grades and content areas.

Type: Interim

Data Source: Student Attendance and Discipline Data

Specific Targets: Daily student attendance rates in all schools will be maintained at or above 95% and student discipline referrals will decline from one year to the next over the course of the planning cycle.

Strategies:

Extend implementation of the RtII (MTSS) Framework across the K-12 system

Description:

Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, parental engagement, central/building level leadership, RtII/SLD determination and professional development (Source: <http://www.pattan.net/>).

“Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.” (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)

The Hempfield School District embarked on a path to implement the RtII Framework at the elementary level to address academic needs during the past strategic planning cycle. Since then, district elementary schools have created structures and processes to screen students more comprehensively for needs and to use data more effectively as individuals and as teams to better inform decisions related to flexible grouping, the provision of core instruction, and the creation of tiered supports that meet the needs of a diverse student body.

During the 2013-14 school year, the faculties of the district middle schools collaborated to evolve school-wide positive behavior support plans to be implemented in 2014-15. During the planning process, school administrators and teacher-leaders initiated deliberation about how best evolve a comprehensive RtII framework that might allow the schools to better address the needs of an increasingly diverse student body with

more and more students exhibiting “at-risk” attributes in both the academic and affective domains of development. These conversations extended to the high school as the year progressed, as the high school is experiencing similar issues and challenges meeting the needs of at-risk learners.

This strategy is intended to produce a systemic framework of structures, processes, and supports that will help district personnel reduce barriers to student learning and better address the unique academic, social, emotional, and other of students who present as being particularly at-risk of not succeeding in the school setting.

SAS Alignment: Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Broaden and systematize RtII processes to ensure the provision of consistent academic and behavioral interventions at all elementary schools

Description:

Elementary schools in the Hempfield School District began formalized RtII implementation approximately five years ago. Initial RtII implementation was primarily focused on academic interventions. Because RtII processes has evolved differently from building to building, the district will increase the consistency of RtII application across all elementary buildings over the next three years. In addition, elementary schools will shift their focus from academic interventions to include behavioral interventions. Refinement of data collection procedures and analysis of both academic and behavior interventions will also be an area of focus for elementary RtII over the next three years.

This action step will be implemented with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Extend implementation of the RtII (MTSS) Framework across the K-12 system

Refine middle level School-Wide Positive Behavior Support Plans to ensure the availability of effective, consistent behavior interventions for struggling students

Description:

The Hempfield School District will continue the development of School Wide Positive Behavior Support Plans (SWPBS) at both middle schools. Centerville Middle School and Landisville Middle School have implemented Tier One components of SWPBS focused on developing and sharing behavior expectations and SWPBS procedures, implementing positive reinforcement strategies and consistent consequences, and providing training on effective classroom management. Over the next three years, the middle schools will focus on developing and implementing Tier Two components of School Wide Positive Behavior Support Plans. Specific components such as targeted social instruction, individual behavior plan creation, increased academic supports, the training and assignment of adult mentors, and the identification of additional classroom management supports will be prioritized and developed via collaborative processes of staff working within and across the two middle schools during in-service days, faculty meetings, and team time. Professional development will be provided primarily during 3.0-hour sessions that occur 2-3 times per year.

This action step will be accomplished using existing district and building based resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

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

Supported Strategies:

- Extend implementation of the RtII (MTSS) Framework across the K-12 system

Develop and implement a high school level School-Wide Positive Behavior Support Plan as a component of the Freshman Academy program

Description:

In 2013, Hempfield High school created a Freshman Academy, in essence separating the 9th grade educational program from the remainder of the high school scheduling structure. The Freshman Academy revolves around a teaming concept that is most commonly applied in middle level instruction. The goal of this change was to provide a more comprehensive structure of supports and interventions for 9th grade students, given that research clearly indicates that success in the freshman year of high school is pivotal to launching a successful high school career that culminates with graduation.

This structural change was also aimed at easing the transition of students (and their parents) to the high school setting from the middle school environment.

The next step in the evolution of the Freshman Academy program is the creation of a School Wide Behavior Support Plan. Over the next three years, the high school administration will explore the implementation of Tier One supports including, but not limited to, developing and sharing refined behavior expectations, SWPBS procedures and expectations, positive reinforcement strategies, consistent consequences, and effective professional development regarding proactive classroom management practices. Specific steps to be accomplished include:

Stage One

- Agree on 3 focus areas such as engagement, safety, environment, etc.
- Define what the expectations related to the focus areas look like in the classroom, halls, bus, athletic events, extracurricular events, cafeteria, etc.
- Identify communication tools such as Hempfield Happenings, posters, etc., that will be used to roll out initial program expectations and procedures to students and families

Stage Two

- Develop videos and other means to teach students about the expectations and to demonstrate what those expectations look like in various settings when the expectations are met, soliciting student and staff participation on the creation of the learning tools
- Implement videos and expectations during class meetings, on announcements, through Hempfield Happenings, and other school and district communication tools
- Develop group behavior plans and strategies to address behaviors that groups may be exhibiting that do not meet expectations defined

Stage Three

- Merge discipline matrix with new expectations so that discipline falls within the three main categories
- Refine videos and learning tools initially developed
- Identify new areas where the system needs to address. Update and expand understanding of system
- Ensure all conversations regarding behavior include reference to the support plan system components
- Use of individual behavior plans to supplement school wide and group wide expectations and processes
- The tasks will be addressed via collaborative processes involving administrators and professional staff that will occur during in-service days, faculty meetings, and team time. Professional development needed to effectively create these measures will be provided primarily during 3.0-hour sessions that occur 2-3 times per year during in-service dates.

This work will be accomplished collaboratively by administrators and professional staff working together during early dismissals, in-service days, and common planning time. Professional development required by staff will be provided primarily during three-hour segments of in-service days that occur 2-3 times per year over the course of the comprehensive planning cycle.

This action step will be accomplished using existing district and building resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

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

Supported Strategies:

- Extend implementation of the RtII (MTSS) Framework across the K-12 system

Research, design, and implement a secondary level RtII framework to ensure the availability of effective academic and behavioral interventions for struggling learners

Description:

The Hempfield School District recognizes the importance of providing academic and behavioral interventions for students in need as early as possible in our education organization. Research-based interventions have been integrated more seamlessly within our educational programming at the elementary level over the past several years. However, as benefits of the implementation of the RtII framework have become more apparent, the need for a more defined secondary level intervention framework to address the needs of learners whose needs are not being well met by core instructional programming has also become apparent. Over the course of the next three years, district leaders will collaborate with the secondary principals and department leaders to identify and remove institutional barriers that impede the provision of academic interventions that might help struggling learners. Building schedules and staffing allocation limitations have already been identified as potential barriers and need to be addressed. The secondary education system will continue to investigate intervention types and methods for implementing interventions within a well-defined RtII framework.

This action step will be addressed using existing district and building resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

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

Supported Strategies:

- Extend implementation of the RtII (MTSS) Framework across the K-12 system

Goal #3: The Hempfield School District will develop/improve systems and processes that promote effective home-school partnerships and realization of the district vision of achievement, personal growth, and success for every student.

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Annual

Data Source: xx

Specific Targets: xx

Strategies:

Improve district structures and procedures to ensure the proactive, consistent provision of communication that stakeholders regard to be reliable and readily accessible

Description:

Researchers cite parent-family-community involvement as a key to addressing the school dropout attendance and dropout challenges (Belfield and Levin, 2007) and note that strong school-family-community partnerships lead to higher educational aspirations and more motivated students (Barton, 2003). Evidence points to the importance of strong home-school-community partnership for students at both the elementary and secondary levels, regardless of the parent's education, family income, race/ethnicity, or cultural background (Jeynes, 2003).

A summary of Epstein's Six Types of Involvement framework (Epstein, Coates, Salinas, Sanders, & Simon, 1997, as cited by the National Network of Partner Schools, 2014) provides suggestions for how educators can develop more effective programs to strengthen school-family-community partnerships. Epsteins Types of Involvement include:

1. Assisting families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
2. Communicating with families about school programs and student progress through effective school-to-home and home-to-school communications.

3. Improving recruitment, training, and other processes to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
4. Involving families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.
5. Including families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.
6. Coordinating resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

This strategy will allow the district to address emergent needs related to communicating effectively with families about school programs and student progress, and assist families who desire to help their children with learning activities at home via the provision of supplementary resources and strategies that can be used to accomplish this aim.

SAS Alignment: Safe and Supportive Schools, Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Inventory current district communication structures and processes

Description:

Hempfield School District uses a wide variety of tools and media to communicate with district stakeholders, including (but not limited to): the parent portal feature of the Sapphire student information system, district and school-specific webpages, the HSD mobile app, school-specific Facebook pages, district-wide Twitter posts, the district-produced Annual Report and biannual Round Table periodicals, the web-based district calendar, YouTube videos, the Hempfield Happenings Cable TV show, report cards and progress reports, school newsletters, e-mail, board meetings, community forums, Parent Advisory Councils, PTO organization.

This implementation step involves developing an accurate, complete accounting of all communication structures and processes employed by the district and can be accomplished with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2016

Program Area(s):

Supported Strategies:

- Improve district structures and procedures to ensure the proactive, consistent provision of communication that stakeholders regard to be reliable and readily accessible

Engage internal and external district stakeholders to determine strengths and weaknesses of district communication structures and processes

Description:

Given a large inventory of communication structures and processes already in place, there is a need to determine which of these tools and processes is regarded as effective by district staff, students, parents, and community members. The district will develop and advertise the availability of an electronic survey to be completed every other year and encourage all district stakeholders to complete this assessment. The assessment will be designed to identify strengths, weaknesses, and opportunities for improvement, as well as barriers to progress with regard to district communication structures and processes.

Additionally, the district will convene forums, focus groups, and/or other in-person feedback opportunities during the three-year planning cycle during which school personnel, students, parents, and community members will have the opportunity to provide ongoing feedback regarding the effectiveness of district communications and how our structures and processes might be improved. The district will also engage in ongoing evaluation of how and where important district information is distributed to print and other media outlets and whether or not these resources are being used effectively.

The information sought in this implementation step can be collected using existing electronic and human resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Improve district structures and procedures to ensure the proactive, consistent provision of communication that stakeholders regard to be reliable and readily accessible

Refine existing and develop new district structures and processes to improve the quality, timeliness, and accessibility of district communications

Description:

District and school level leaders convene monthly in a variety of meeting settings to analyze and discuss all forms of data and issues related to the running of the school system. Data related to communications structures and processes collected over the three years of this planning cycle will be reviewed during these regularly scheduled

meetings. Protocols will be used to analyze collected data and identify potential steps for addressing concerns raised or problems identified. District and school leaders will then implement these steps, convening groups of individuals and/or making use of current or to-be-developed communications structures and processes to address identified needs related to the quality of information being shared, timeliness with which the information is shared, and accessibility of the information to district stakeholders. Input regarding the effectiveness of these actions taken to improve communications will then be collected, reviewed, and acted upon within the feedback loop structure created by this process.

The initiation of this implementation step can be accomplished with existing district resources, with the understanding that it is possible additional resource needs may emerge in the future.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Improve district structures and procedures to ensure the proactive, consistent provision of communication that stakeholders regard to be reliable and readily accessible

Develop and implement systemic expectations and protocols for communications between school personnel and families

Description:

Based on feedback provided by school personnel and parents over the past few years, there is a need to develop greater consistency with regard to "within building " and "across buildings" staff communication of information shared with families. District leaders will work with principals and representative parent groups (PTOs, Parent Advisory Councils, etc.) to establish and implement guidelines that detail minimum expectations regarding what information is shared with families by district personnel, which tools are to be used to share the information, and timelines that are to be followed when sharing information.

This implementation step can be achieved without the need for additional financial resources.

Start Date: 7/1/2015 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Improve district structures and procedures to ensure the proactive, consistent provision of communication that stakeholders regard to be reliable and readily accessible

Identify and provide convenient access to educational and other resources families can use to assist their children outside of school

Description:

As the district gravitates to the use of digital educational resources and away from more traditional materials and learning processes that may be more familiar to parents and family members, there is an increasing need to provide families with resources and strategies that can be used to help them assist their children with educational tasks in the home (e.g. homework completion, study skill development, etc.). Through the creation of home-school groups such as the *Parents as Partners Task Force* and *Hempfield Partners for Exceptional Children*, the district will gather feedback from parents regarding what they need to help their children at home and will work to identify and/or develop and provide a variety of resources to assist parents (e.g. web-based tools or resources sites, video tutorials, parent workshops, etc.) with this endeavor.

This implementation step can be initiated with existing resources, but may require the commitment of additional resources related to the time needed to identify high quality supports for parents and possibly to provide support to parents in the use of these supplemental materials.

Start Date: 7/1/2015 **End Date:** 6/30/2017

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Improve district structures and procedures to ensure the proactive, consistent provision of communication that stakeholders regard to be reliable and readily accessible

Goal #4: The Hempfield School District will provide comprehensive, differentiated, research-based professional development to district staff responsible for meeting the needs of all students.

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Building School Performance Profile (SPP) Scores

Specific Targets: District schools with current SPP scores in the 80s will realize average growth of 2-3% in SPP scores each year of the plan. Schools with current SPP scores in the 90s will experience average growth of 1-2% in SPP scores each year.

Type: Annual

Data Source: Aggregate State Assessment Scores (PSSA and Keystone Exams)

Specific Targets: PSSA and Keystone Exam achievement data scores (aggregated and disaggregated by historically under-performing subgroups) will increase in all schools and tested subject areas from one year to the next during the plan cycle.

Type: Interim

Data Source: District-Adopted Standardized Assessments Results (GRADE, DIBELS, etc.)

Specific Targets: Students, in aggregate and by subgroup, will demonstrate increased achievement and/or growth from one administration of each assessment to the next (2 or 3 times per year at a minimum) during each year of the plan cycle.

Type: Interim

Data Source: Curriculum-Based Assessments (specific to each course and content area)

Specific Targets: Student cohorts, in aggregate and by subgroup, will demonstrate improved achievement on common, end-of-unit summative assessments from one year to the next during the planning cycle in all grade levels and content areas.

Type: Annual

Data Source: District Professional Development Survey

Specific Targets: Quantitative and qualitative data collected using the survey tool will indicate 80% or more of district respondents are satisfied with the quality of the professional development offered and the manner in which it is delivered.

Type: Interim

Data Source: Professional Development Session Evaluations

Specific Targets: Quantitative and qualitative data collected via end-of-experience evaluation tools will indicate 80% or more of district responds are satisfied with the quality of the professional development offered and the manner in which it is delivered.

Strategies:

Refine processes for assessing and analyzing district professional development needs from multiple perspectives

Description:

In its publication *Standards for Professional Learning*, Learning Forward (the organization formerly known as the National Staff Development Council) presented the third iteration of standards that outline the characteristics of effective professional learning. The standards comprise a set of expectations drawn from research and evidence-based practices that promote effective professional learning to ensure equity and excellence in educator learning. As with the original set of standards first introduced in 2001, representatives from leading education associations and organizations were convened to review research and best practices literature and revise the standards, given the needs identified by teachers, principals, superintendents, local and state boards of education.

When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs. When educator practice improves, students have a greater likelihood of achieving results.

The *Standards for Professional Learning* articulate that professional learning that increases in educator effectiveness and improved results for all students:

1. Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment
2. Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
3. Integrates theories, research, and models of human learning to achieve its intended outcomes
4. Aligns its outcomes with educator performance and student curriculum standards
5. Applies research on change and sustains support for implementation of professional learning for long-term change
6. Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
7. Requires prioritizing, monitoring, and coordinating resources for educator learning

At Hempfield, the provision of high quality professional development has long been an important priority. Over the past seven years, the district has engaged in processes to collect and analyze data from various sources (student achievement and growth results, input solicited from professional staff on surveys and evaluations, etc.) in order to identify and prioritize professional development needs and to design experiences to meet the needs of staff.

Although progress has been made over the past several years with regard to the strategic provision of differentiated professional development, there is opportunity and a need to continuously improve the manner in which professional development is planned, delivered, and evaluated at Hempfield. This strategy specifically addresses Standard 2 noted above.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implement and monitor the effectiveness of an updated, three-year district professional development framework

Description:

In its publication *Standards for Professional Learning*, Learning Forward the organization (formerly known as the National Staff Development Council) presented the third iteration of standards that outline the characteristics of effective professional learning. The standards comprise a set of expectations drawn from research and evidence-based practices that promote effective professional learning to ensure equity and excellence in educator learning. As with the original set of standards first introduced in 2001, representatives from leading education associations and organizations were convened to review research and best practices literature and revise the standards, given the needs identified by teachers, principals, superintendents, local and state boards of education.

When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs. When educator practice improves, students have a greater likelihood of achieving results.

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4. Aligns its outcomes with educator performance and student curriculum standards
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Although progress has been made over the past several years with regard to the strategic provision of differentiated professional development, there is opportunity and a need to continuously improve the manner in which professional development is planned, delivered, and evaluated at Hempfield. This strategy involves taking what is learned through a comprehensive, ongoing process of assessing professional development needs and developing an updated blueprint for planning and delivering differentiated, research-based professional development that is targeted to identified needs within a system that remains nimble and responsive as needs evolve over time.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Create a district Professional Development Committee to provide district leadership with input and recommendations regarding professional development needs

Description:

Currently, the Hempfield School District maintains an Act 48 Committee comprised of representatives from the administration and professional staff. This group has typically met three times per year to review existing professional development initiatives and to discuss future development needs and the manner in which these needs will be met.

This action step involves reconstituting the Act 48 Committee as the district Professional Development Committee. The reconstitution of this group will involve

revisiting and establishing new expectations related to the composition of the committee, how membership is established, goals to be addressed by the group, group processes to be followed, a calendar for meeting and conducting the work of the group, etc. Ultimately, the intention of this action plan is to create a collaborative body that will more proactively and comprehensively inform the district administration regarding professional development needs and how best the district might go about addressing these needs, with calendars for summer professional development produced and available by June 1 and PD opportunities for the ensuing year developed and available by July 1 each year.

The assistant superintendent will work with other district leaders and Hempfield Education Association leadership to develop and implement this new committee structure. This action step will be initiated and accomplished using existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Refine processes for assessing and analyzing district professional development needs from multiple perspectives

Survey district staff annually to determine the effectiveness of professional development provided and to identify emerging needs

Description:

Currently, the district administration periodically requests that professional staff complete an electronic survey in order to collect information regarding the strengths and weakness of existing district professional development programming and to solicit suggestions regarding future professional development topics and the methods by which PD opportunities might best be provided.

This action step involves the formalization of an electronic survey tool and process that would be reviewed and refined annually by the Professional Development Committee. The survey would be administered early in the spring each year and results would be reviewed by the committee in April, the goal being for the committee to offer recommendations to the district administration so that professional development decisions could be made in May and publicized by June 1 for summer offerings and July 1 for opportunities to be provided in the coming year.

Additionally, the assistant superintendent will work with the rest of the senior leadership team to develop tools and processes to be administered by the Human Resources office in order to identify the training needs of non-certificated staff in the district who fulfill the important support functions that keep the district operating smoothly. These tools and processes would be designed for use on an annual basis, as is the case with processes to be developed and used with teaching professionals.

This implementation step will be initiated with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Refine processes for assessing and analyzing district professional development needs from multiple perspectives

Collect and analyze participant evaluations following professional development experiences to monitor for effectiveness and make improvements to PD programming

Description:

This action step calls for the district Professional Development Committee (to be created) to review in April the survey results that will be compiled in the spring of each year and to offer recommendations to the district administration so professional development decisions can be made in May and publicized by June 1 for summer offerings and July 1 for opportunities to be provided in the coming year. This function will be performed annually in the spring by the Professional Development Committee.

This implementation step will be initiated with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Refine processes for assessing and analyzing district professional development needs from multiple perspectives

Engage principals and department leaders in an ongoing analysis of short and long-term professional development needs of their respective staffs

Description:

Throughout the school year at Hempfield, principals meet twice a month in 2-3 hour sessions facilitated by district level leaders - once with the entire district administrative

team and once with the assistant superintendent who is responsible for supervising building administrators. Department leaders meet monthly for 2-3 hours in sessions that are facilitated by the Director of Curriculum. A wide variety of topics and issues are addressed during these meetings, including the development needs of staff that are identified through various means.

Implementation of this action step entails the addition of a standing agenda topic to the monthly agendas for these meetings that will focus on staff development needs that emerge during the year and how best to prioritize the address of these needs. This process will include prioritizing emergent needs and making decisions regarding which needs will be addressed, how they will be addressed, when they will be addressed, and by whom.

By making this a monthly meeting agenda priority, leaders in the district will engage in ongoing scrutiny and consideration of development needs exhibited by staff and will have the opportunity to collaboratively identify or design solutions to meet these needs.

This action step can be initiated with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Refine processes for assessing and analyzing district professional development needs from multiple perspectives

Analyze student performance and employee supervision/evaluation data trends to identify emerging or ongoing professional development needs

Description:

Each summer, district principals receive the test results from state assessments (PSSAs, Keystone Exams, PASA, WIDA). Throughout the year, they engage their building faculties in data team review processes during which they look at benchmark and diagnostic assessment data collected 2-3 times per year. In August and September each year, principals engage their faculties in a School-Wide Improvement Planning (SWIP) process during which all available data are reviewed, trends are identified and analyzed, areas of strength and concern are determined, root causes that underlie the data are explored, and action plans are developed to address areas of concern.

An outgrowth of this process is the identification of professional development needs specific to each building that are rooted in analysis of the data for each school. This action step requires that principals continue to complete SWIP processes for their buildings and provide the assistant superintendent and rest of the senior leadership team with input regarding professional development experiences their respective faculties need in order to address concerns identified via student data analysis and through

principals' performance of supervision and evaluation responsibilities during the school term.

This action step will be performed annually and accomplished with existing district resources.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Refine processes for assessing and analyzing district professional development needs from multiple perspectives

Identify priority topics and delivery options for the provision of professional development within a three-year professional development framework

Description:

This action step will be facilitated by the assistant superintendent, who will work with senior leaders, principals, and department leaders to 1) review recommendations made by the Professional Development Committee and 2) consider input provided throughout the year by building and department leaders and through the submission and implementation of building SWIP plans. This review process will occur annually and be performed in late April, after the Professional Development Committee provides its professional development recommendations to the district administration.

The administration will identify professional development topics to be addressed and the methods and processes through which professional development will be provided. The assistant superintendent will also work with the Chief Operating Officer and Director of Human Resources to identify and prioritize development priorities and opportunities for support staff.

This function will be performed annually and will be accomplished with existing district resources.

Start Date: 12/1/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Implement and monitor the effectiveness of an updated, three-year district professional development framework

Implement a three-year professional development framework and adjust as needed based on progress monitoring and emergent needs

Description:

Based on the administration's review of input provided by the Professional Development Committee, principals, department leaders, and other district leaders, the assistant superintendent will work with senior leaders to facilitate and implement a three-year professional development framework. Inherent to the framework, as has been the case for the past several years, will be the inclusion of compulsory experiences deemed to be important for all professional staff to complete. Present within the framework as well will be a menu of options from which teaching professionals can select elective options to address development needs specific to them as professionals that have been identified individually or collaboratively through work with their principal and/or department leader.

The framework will include workshop options that can be completed in 1.5, 3.0, or 6.0 hour increments during early dismissals, in-service dates, after school workshops, summer PD sessions, etc. Additionally, online professional development options will be identified or developed to provide faculty members the opportunity to complete professional development experiences asynchronously in the virtual realm. The number of experiences in which professional staff will be required to participate will depend on the needs identified through the processes outlined for this comprehensive planning goal.

The three-year framework will be shared with staff by July 1, 2015 and will be subject to annual review by the Professional Development Committee and district leadership groups. Recommendations for adjusting the framework will be considered and modifications made to ensure the district can respond nimbly to shifting needs within the organization or new mandates that are dictated by state or federal government agencies.

Professional development needs addressed via the implementation of the three-year PD framework will be supported through the use of district funds and Title II federal grant resources

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Implement and monitor the effectiveness of an updated, three-year district professional development framework

