

Fort Cherry SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

110 Fort Cherry Road
Mc Donald, PA 15057
(724)796-1551
Superintendent: Jill Jacoby
Director of Special Education: Dawn Smith

Planning Process

Introduction

The Fort Cherry School District comprehensive planning process is a holistic, strategic, and progressive process involving various facets of the school and community. We work to make the planning process inclusive of all educational community stakeholders--members involved were School Board of Directors, administrators, teachers, staff, parents, community members, local business representatives, and community service personnel. The current comprehensive planning process began in Fall of 2015. The process began with internal planning, data analysis, and process time-lining. Starting in October of 2015, a committee membership drive began to gain participation from various entities of the educational community. From the interested parties, committees were devised with six structured meeting times from January 2016 - April 2017. In keeping with the philosophy of remaining open and inclusive, any individual demonstrating interest was assigned to a committee of their choice and meetings were fully accessible to those who may not have previously registered as a participant. The committee chairs kept the planning process aligned to all federal, state, and local policies/procedures; as well as, keeping the process transparent, open, and engaging to all ideas, thoughts, and input.

External Analysis

There are many factors that influence the development and education of children. These same factors have a strong influence on the educational process and components related to comprehensive planning. Our external analysis explored the social, technological, economic, demographic, and political trends of the area in which our district is located.

Socially, family structures have changed over the past few decades in the Fort Cherry School District (FCSD). In general, more of our students are coming from working families whereby these families need to utilize day care and/or have their child "on their own" before/after school hours. This change seems to be a cultural trend nationwide; the change in family structure can bring about opportunities along with challenges. For FCSD, this change has increased the amount of students

participating in extra-curricular activities. The District has formed into the epicenter of the community; becoming a place where many students find tranquility. Fort Cherry is fortunate to have an extremely involved social fabric of parents and community members that are directly involved in the schools extra-curricular activities, events, and opportunities.

Technologically, innovation is at the forefront of school dynamics and improvement. We are truly living in a digitally networked world. FCSD has been diligent at remaining in the forefront of technological innovation within the school setting. From our recent 1:1 initiative to STEAM implementation, FCSD is working to make our students career ready for the next generation's workforce, as well as developing our student's skills as appropriate digital citizens. Therefore, the FCSD has implemented programming throughout the curriculum to instruct our students on decision making and safety in a digital world--such curriculum as Common Sense Media, Habits of Mind, and Growth Mindset. On the administrative level, FCSD has also implemented filtering software within the network to protect our students along with implementing network usage policies.

Demographically, student enrollment is at a recent low. Currently we are at 1056; which is significantly low compared to 10 years ago, FCSD was at 1600. The leadership of Fort Cherry is keeping a watchful eye on demographic changes in the district--though demographic projections (for the next five years at least) do not call for any significant enrollment increases.

Politically, there are a number of educational reform initiatives that have had a direct impact on the school. The district has been awarded a number of grants over the past few years, including Safe Schools Grant, STEAM Grant, SPROUT Grant, Benedum Grant, Grable Grant, among others. These initiatives, coupled with local resources, have enhanced the student programs, continuing professional education, and technological capabilities of the district. At the federal level, the district has taken advantage of Title I and Title 2A. A number of political issues at the state and national level continue to have a significant impact on the district, which are unfunded or limited funded mandates. In addition, the state level is continuing to discuss equitable funding for public education. The issue of funding and future revenue levels is an influential challenge for the district. Other political issues such as the influence of charter and cyber schools, federal legislation of ESSA, the Individuals with Disabilities Education Improvement Act (IDEA), and changing needs of our district population are all impacts that affect our district at varying degrees.

Internal Assessment

On a yearly basis, we internally assess past achievements and present needs, analyze the current state of the District, as well as, predicting future needs, challenges, and focuses. Throughout the comprehensive planning process, the administrative team continually used data driven decision making to validate the process.

Historical Perspective

The Fort Cherry School District serves the municipalities of McDonald, Midway, Mount Pleasant Township, and Robinson Township. The district was created in 1954 through a jointure of the schools from those municipalities. The Junior-Senior High School was opened in 1959. A major renovation was completed in 1995. The Fort Cherry Elementary Center was opened in 1989--merging the community elementary schools into one center housing grades K-6. Fort Cherry owes its name to Thomas Cherry who settled here in 1774 not far from the present day site of the school. There he built a fort of three log buildings arranged in the form of a triangle. Because of its strength, the fort, which was built to withstand a formidable attack, became known as Cherry's Fort and was used as a place of refuge for settlers over a large area. Thomas Cherry was accidentally killed in the spring of 1775, and his son John was killed in the same battle in which the famous fight between Andrew Poe and Bigfoot of the Wyandot Indians took place. The father and son were buried in the family cemetery near the fort. All evidence of both the fort and the cemetery has been erased by the ravages of time. Tom Cherry would be proud of the present day "Fort" and the accomplishments of its students. Fort Cherry has had its share of distinguished students and alumni.

Graduates have gone on to become doctors, lawyers, politicians, entrepreneurs, teachers, and members of a multitude of other distinguished careers - and just as importantly - great parents and citizens. Students have attended Ivy League Universities and Military Academies. Two NFL coaches and one State Supreme Court Justice have called themselves Fort Cherry Alumni. Our students excel in academics, as well as extra curricular activities. Our students are service providers and civic leaders in their communities. Parents, teachers, and community members take pride in all our students attain. Just as importantly, we are all proud of the accomplishments of all of the graduates and FC Alumni; for it is our goal that each of our students become successful and productive citizens.

Management and Operational Processes

The District is governed by nine locally elected school board members. Board members are elected at large, representing McDonald, Mount Pleasant, Midway, and Robinson. In addition to other duties, the board hires a Superintendent to manage the day-to-day operations of the District. The Superintendent, who is also a commissioned officer of the state, is beginning her third year in this capacity. The Superintendent supervises three Building Principals, Business Manager, Director of Curriculum/Instruction, Director of Pupil Services, Director of Facilities, Director of Food Service/Transportation, Technology Department, and School Police Officer. The District has a good balance of experienced and new teaching staff members. District support staff members and coaches are equally as experienced and committed to the district's success. The Superintendent's goal has been to create a team approach integrating all departments and team members to work together to better the opportunities and experiences for our students.

Organizational Resources

Located on 70 majestic acres, the District is comprised of two structural buildings. One houses the Elementary Center serving grades kindergarten through six. The other building includes grades seven through twelve. The District offers a full day kindergarten program, along with an after-hours

alternative education program. Each school building has system-wide WiFi, learning labs, maker spaces, thinking labs, and two modern libraries (one in each building).

The District provides instruction in reading, writing, speaking, listening, mathematics, science, technology, environment, ecology, social studies (civics, government, geography, economics, history), arts, humanities, career education and work, health safety, and physical education, family and consumer science, world languages (German and Spanish), among other subjects of elective. The District also has a first rate vocational agricultural program. The District's curriculum also includes instruction on teaches character development, skills for adolescents, digital citizenship, virtual game design, and accelerated computer programming. Special needs students have individually designed educational programs; along with availability of an in-house emotional education program and a budding life skills program for grades 4-12. Students in the senior high school are also offered the opportunity to attend career training at the Western Area Career and Technology Center in subjects such as building trades, cosmetology, quantity foods, and apprenticeship programs. Advanced placement and college in high school programs are offered in Statistics, Calculus, Biology, Chemistry, Physics, English, American Government, U.S. History, Psychology, and Spanish. The District has a partnership for educational services and programs with the University of Pittsburgh, the Community College of Allegheny County, California University, Beaver Area Community College, Carnegie Mellon, and Pennsylvania College of Technology.

Additionally, the District offers students opportunities in sports and other activities. For a small, rural district, our extra-curricular programming is blossoming and growing with student interest and participation. Lastly, our most important aspect is our human resource. Our District is family oriented. The students look out for each other, our parents are actively involved in the schools, our faculty and staff are life-long learners, and our community members support the continued efforts that make Fort Cherry a great place to live and learn.

Future Needs

Through the comprehensive planning process, the planning team is working to identify the needs of the District from all avenues--fiscal, maintenance, academic, extracurricular, as well as safety and security.

FCSD Focus

The focus of our School District for the next comprehensive cycle is "Developing a Culture of Thinking." Our District, building, and personnel goals shall encompass the following tenets--Being human centered, Making learning visible, and Thinking differently.

Comprehensive Planning and Chapter 4 of the PA State Board of Education Regulations

The State Board of Education recognizes the purpose of public education is to prepare students for adult life by attending to their intellectual and developmental needs and challenging them to achieve

at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved students. Together with parents, families and community institutions, public education provides opportunities for students to 1) acquire knowledge and skills, 2) develop integrity, 3) process information, 4) think critically, 5) work independently, 6) collaborate with others, and 7) adapt to change.

In order to develop, expand, and improve the existing educational process at FCSD, the District is working to evaluate, analyze, and outline current needs while looking into the future in developing goals and targets. The comprehensive planning process has provided the District with the opportunity to holistically evaluate the organization and its operations. This process has brought all stakeholders together for a common goal to evaluate the current state of the District and plan for improvements, expansions, and/or enhancements.

Data-driven decision making is now a key part of the leadership and instructional planning in the school district. The District utilizes a number of assessments to provide data to administrators, teachers, students, and parents to better assist in the development, implementation, and revision of educational programs for students. Data analysis is a part of every teacher's protocol in determining the needs of students and planning the instruction for students--FCSD utilizes PSSA and Keystone exam data, benchmark assessments, and formative/ summative assessment information. In addition, the District has routinely implemented a comprehensive curriculum review. Through these efforts, the District has been diligent to update the District's curriculum with the changing state standards...currently PA Common Core.

Comprehensive Planning Timeline:

August - December 2015

Internal Analysis of Data (Demographic, Historical, Management, Operational, Organizational, Needs)

October - December 2015

Committee Membership Drive

January 2016 - April 2016

Comprehensive Planning Committee Meetings

- **District Level Planning**--This planning committee encompasses school safety, student/personnel wellness, technology integration, educational community relations, and district goal setting.
- **Professional Education**--This planning committee encompasses curriculum, instruction, assessment, student achievement, and professional development programming.

- **Special Education**--This planning committee encompasses needs assessment, data analysis, student servicing, and future programming related to the District's special education programming.

March 2016

Special Education Plan posted for Public Review for 30 Days

Special Education Plan approved by FCSD Board of Directors

April 2016

Special Education Plan submitted to PDE

May 2016

Special Education Plan approved by PDE

June 2016 - August 2016

Formally develop and document Comprehensive Plan

September 2016

Comprehensive Plan posted for Public Review for 30 Days

October 2016

Comprehensive Plan approved by FCSD Board of Directors

November 2016

Comprehensive Plan submitted to PDE

December 2016

Comprehensive Plan timeline extended one year

January 2017-April 2017

Revised and Modified Comprehensive Plan per new timeline

Mission Statement

The mission of the Fort Cherry School District is to create a learning community committed to providing our students with the skills, knowledge, and opportunities to be productive and successful citizens in a global society.

Vision Statement

The vision of the Fort Cherry School District is to establish a collaborative community supporting, engaging, and challenging our students to develop a life-long quest for knowledge and success.

Shared Values

The Fort Cherry School District believes that:

- Learning is a life-long personal journey supported through "whole child" development both at home and school
- All students are capable of learning and share in the responsibility of their own growth and success
- Collaborative partners in our educational process include all district staff, students, families, and communities
- Diverse opportunities related to the arts, technological innovation, athletics, and extra-curricular activities empower students to explore their talents and interests
- Trust, compassion, and sincerity foster respectful and dynamic learning environments
- Committed leadership; effective curricula and instruction; high expectations and rigor; and responsible utilization of resources enhance educational settings

- Optimal learning occurs when students feel safe, secure, and respected
- Effective balance between educational needs and budgetary revenues drives responsible fiscal decisions

Educational Community

Overview

The Fort Cherry is a small, rural school district located at the top of Washington County, approximately 20 miles west of Pittsburgh city. The District spans approximately 58 square miles boarding Beaver and Allegheny Counties. The district campus is located on 70 majestic acres which houses two structural buildings and 4 athletic fields (small football stadium, baseball field, softball field, and multi-purpose field). The smaller of the two buildings is the Elementary Center serving grades kindergarten through six. The other larger building is the Junior-Senior High School which includes grades seven through twelve. Each school building has system-wide WiFi, learning labs, maker spaces, thinking labs, and contemporary libraries.

The Fort Cherry School District (FCSD) is governed by nine locally elected school board members. Board members are elected at large, representing McDonald, Mount Pleasant, Midway, and Robinson. In addition to other duties, the board hires a Superintendent to manage the day-to-day operations of the district. The Superintendent, who is also a commissioned officer of the state, is beginning her third year in this capacity. The Superintendent supervises three Building Principals, Business Manager, Director of Curriculum/Instruction (position to be eliminated starting the 17-18 school year), Director of Pupil Services, Director of Facilities, Director of Food Service/Transportation, Technology Department, and School Police Officer. The District's business office employs an Accounting Coordinator; also in Central Office is a Personnel/Student Accounting Clerk and Administrative Assistant to the Superintendent. The District has a good balance of experienced and new teaching staff members. District support staff members and coaches are equally as experienced and committed to the district's success. The District employs 44 elementary education teachers; 44 junior-senior high school teachers; 12 aides; 16 food service staff; 19 maintenance staff; and contracts transportation between two local bus companies (17 buses and 22 drivers). The district employs its own speech pathologist. For additional pupil services, the district contracts with IU1. These services include on-site school psychologist, social worker, and OT/PT/vision/hearing service professionals. The Superintendent's goal has been to create a team approach integrating all departments and team members to work together to better the opportunities and experiences for the students of FCSD.

Fort Cherry Elementary Center

The Fort Cherry Elementary Center (FCEC) is a 21st century facility designed to meet the education needs of the students of the Fort Cherry School District. Our school building consists of 34

classrooms with specialized suites for art, music, library, and computational thinking studies (tech lit and STEAM). The school is equipped with a standard-sized gym containing a hardwood floor, bleachers, scoreboard and PA system. The cafetorium consists of a full-functioning cafeteria with in-house daily-prepared hot lunches and a generous stage for school programs. The Elementary Center is a school-wide Title I building with a department consisting of 2 reading specialist and 1 math coach. In addition, the district offers a full day kindergarten program with developmental programming as needed. The Elementary Center has pupil services which include learning support, emotional support and gifted programming through on-site classrooms, always incorporating inclusion (least restrictive) to the fullest extent possible.

The Elementary Center is staffed by 1 elementary principal, 1 guidance counselor, 1 full-time nurse, 2 secretaries, and 2 full time custodians (1 day/1 night). The faculty is comprised of 44 teachers and 7 aides. A significant number of our teachers hold advanced and multiple degrees, and share an overwhelming dedication to providing every child with creative, enlightening, and engaging educational opportunities to develop their academic skills and life potential.

We have transitioned into the 21st century through the integration of a variety of technological resources. Each classroom has computer stations with Internet access. The Elementary Center has a main computer lab and a maker space completely furnished with laptops, robotics, and multimedia devices. Multiple mobile computer labs are available for use in the various classrooms. SMART Boards and projectors are stationed in all regular and special education classrooms. Teachers are consistently integrating iPad technology in the daily classroom instruction in grades K-6, with iPads available in the library for student usage. Also, teachers utilize a number of online resources to manage student data and curricula, including EdInsight (student data warehouse) and MMS (an innovative web-based program that allows parents to monitor their children's academic progress).

The Elementary Center remains committed to open communication and encourages parents to become actively involved in their child's education through a close working relationship with their child's teachers. The faculty and staff are dedicated to helping each child to become successful in an environment that enables all students to learn, grow, and achieve to his or her fullest potential. At Fort Cherry, the students are truly our first priority. We seek to identify the needs of each child and to continually revise the educational environment to achieve student success while expanding upon each child's abilities and talents.

Fort Cherry Junior-Senior High School

The Junior Senior High School (JSHS) is administered by a full time staff consisting of 1 senior high principal, 1 junior high principal, 1 senior high guidance counselor, 1 junior high counselor, 1 full-time nurse, and 1 full-time secretary. The High School faculty is comprised of 44 teachers and 5 aides. Secondary students may take advantage of a wide range of academic courses, including Advanced Placement courses in Physics, Biology, Chemistry, English Literature, Spanish, US History, Psychology, Statistics, and American Government and Politics. Students can also enroll in the University of Pittsburgh College in High School Program's Calculus and Statistics courses or Community College of Beaver County for Aviation Science. Individual interest can lead students

toward other district elective offerings, such as Psychology, Sociology, Advanced Computer Science, Game Design, Digital Animation, Art, Music, Band, and a variety of Agricultural Science courses. Students may elect to take Spanish, French, German, Latin, Japanese, and Mandarin Chinese. The JSHS has pupil services which include learning support, emotional support and gifted programming through on-site classrooms, always incorporating inclusion (least restrictive) to the fullest extent possible. Also the HS includes a life skills program including vocational education for grades 7-12.

The facility has a full complement of instructional rooms and areas to service the needs of students in grades 7-12. Highlighted among these areas are specific rooms for STEAM, Computer Applications, Digital Journalism, Sound Studio, Agricultural Science, and Fabrication Engineering. Students also have access to technologically integrated auditorium and physical fitness facilities.

The high school technology capabilities have improved substantially over the past decade. For the 16-17 school year, Fort Cherry implemented a 1:1 initiative with chromebooks for all students grades 7-12. In addition, the high school features 3 high-tech labs for math, engineering, computer applications, and world language usage. All classrooms have promethean boards, projectors, and access to high speed WiFi.

The Fort Cherry Junior-Senior High School is a focal point for activities in the school district.

Students may choose from a variety of extra- and co-curricular activities in which to participate. Students with an interest in sports may choose from baseball, basketball, cross country, football, golf, softball, swimming, tennis, track and field, volleyball, and wrestling. Students may also choose from a number of clubs and student activities.

Demographics

Currently, FCSD student enrollment is 1050 which is significantly low compared to 10 years ago, 1600. The leadership of Fort Cherry is keeping a watchful eye on demographic changes in the district--though county, state, and federal projections. Future predictions do not display any significant enrollment increases in the near future. The demographics of the community is aging with a lack of new young families moving into the local communities. In addition, the area remains extremely rural with the addition of only one new housing plan in the last 15 years. Two of the three small communities are transitioning larger homes into dual or tri rentals. Therefore, as our per parcel revenue remains unchanged; the amount of transient families is increasing each year.

Our student population has a diversity of needs. The number of special education students is above the state average with the number increasing yearly. Many of our special education cases are families who have recently moved into the District. Objectively, it seems within the last ten years, we have more families who do not own their own home--they are renting and/or living with family or friends in the Fort Cherry School District. Each grade level has approx. 70-90 students; about 40% are college or tech school bound, 40% are work bound, and the other 20% are either military or undecided.

Economic Status

The economic status of the community has remained relatively stagnant. There has been very little economic growth. The economic future of this area depends on local municipality decisions related to zoning and industrial permit approvals. The development of toll road 576, connecting Southpointe with the Pittsburgh International Airport may provide the opportunity for development in and around the area. In addition, there has been a significant increase in gas well drilling over the past 6-8 years. Although this is industrially based, the local municipal tax base and specifically, the school district, has not received any significant revenue from the existence of this industry.

The School District is the largest employer in the area. There are several small businesses and companies, a car dealership, and a couple large equipment trucking companies. Agriculture is still a vibrant aspect to the landscape of the District. There are several larger animal farms, along with a few small yielding grain farms. Moreover, three operational golf courses exist in the District and a number of locally owned restaurants. Most of our community stakeholders work in neighboring towns, or travel to the larger metro areas such as Pittsburgh or "little" Washington, PA. In categorizing the working population, most of the community stakeholders are blue collar, service providers. We have a sector of the population which hold white collar professional careers. Almost half of student population is on free or reduced lunch (43.5%). The average assessed house value in the District is currently at \$9000. Therefore, one mill is equal to approx. \$48,000. Fiscally, the Fort Cherry School District has felt the implications of the increasing costs related to public education.

Fiscal Status

Currently, the District is financially secure. However, this status has come from eliminating programs, staff, and extracurricular opportunities. The District has a substantial fund balance, a small technology fund, and a dwindling capital projects account. With the increasing costs of health care and PSERS contributions, the Fort Cherry School District needs to remain cautious, conservative, and vigilant regarding budgetary expenditures.

Community Opportunities and Resources

The Fort Cherry School District is a partner of many local and state initiatives. The growing number of partners have allowed the District to gain access to resources and programming that would not otherwise be assessible. From neighboring school districts to private benefactors, the Fort Cherry School District works to be an active partner in the educational movements in Western PA.

Examples include Rural Arts Collaborative; Remake Learning; Luma Institute; Math and Science Collaborative; EC4 and Carnegie Learning; Benedum, Grable, and Sprout Networks; Pittsburgh Center for Creativity; ED Innovation; Kick Start Tech; Pgh Tech Council; MIT Media Lab; Zulama; Inventionland; Bird Brain Tech; Pittsburgh Foundation; NMSI; AUI; IU1; Local higher education institution partnerships include--CMU, Pitt, Cal, Robert Morris, Chatham, Carlow, PTC, CCAC, and CCBC to name a few.

District Opportunities

The District provides instruction in reading, writing, speaking, listening, mathematics, science, technology, environment, ecology, social studies (civics, government, geography, economics, history), arts, humanities, career education and work, health safety, and physical education, family and consumer science, world languages (German and Spanish), among other offered electives. The District also has a first rate vocational agricultural program. In educating the "whole child," FCSD employs instruction to the students on character development, skills for adolescents, digital citizenship, virtual game design, and accelerated computer programming. Special needs students have individually designed educational programs; along with availability of an in-house emotional education program and a budding life skills program for grades 4-12. Students in the Senior High School are also offered the opportunity to attend career training at the Western Area Career and Technology Center in subjects such as building trades, cosmetology, quantity foods, and apprenticeship programs. Advanced placement and college in high school programs are offered in Statistics, Calculus, Biology, Chemistry, Physics, English, American Government, U.S. History, Psychology, and Spanish. The District has a partnership for educational services and programs with the University of Pittsburgh, the Community College of Allegheny County, California University, Beaver Area Community College, Carnegie Mellon, and Pennsylvania College of Technology.

Additionally, the District offers students opportunities in sports and other activities. For a small, rural district, our extracurricular programming is blossoming and growing with student interest and participation. Lastly, our most important aspect is our human resource. Our District is family oriented. The students look out for each other, our parents are actively involved in the schools, our faculty and staff are life-long learners, and our community members support the continued efforts that make Fort Cherry a great place to learn and live.

Community View of Fort Cherry School District

The Fort Cherry School District is supported by the three communities it serves. As previously stated, the School District is the epi center of the community, especially in relation to serving the child of the community. The District leadership has diligently worked to promote a strong connection between the District and the community.

Planning Committee

Name	Role
Trisha Craig	Administrator : Professional Education Special Education
Jessica Drylie	Administrator : Professional Education Special Education
Jill Jacoby	Administrator : Professional Education Special Education
Tina Cottrill	Board Member
Melinda Errett	Board Member : Professional Education

Lauren Baughman	Building Principal : Professional Education Special Education
Daniel Mayer	Building Principal : Professional Education Special Education
Robert Motte	Building Principal : Professional Education Special Education
Loretta Kendall	Business Representative : Professional Education
Julie Sepesy	Business Representative : Professional Education
Brian Cook	Community Representative
Mary Duranti	Community Representative : Professional Education
Bob Sawhill	Community Representative
Rev Ben Vaghetto	Community Representative : Professional Education
Lauren Cieply	Ed Specialist - Other : Professional Education
Amy Chittester	Ed Specialist - School Counselor : Professional Education
Brianne Eiler	Elementary School Teacher - Regular Education : Professional Education Special Education
Jackie Gasvoda	Elementary School Teacher - Regular Education : Professional Education
Paul Spinden	Elementary School Teacher - Regular Education : Professional Education
Sara Zofchak	Elementary School Teacher - Regular Education : Professional Education
Suzanne Hendricks	Elementary School Teacher - Special Education : Professional Education Special Education
Kristen Spellman	Elementary School Teacher - Special Education : Special Education
Jackie Artim	High School Teacher - Regular Education : Professional Education
Richard Hursh	High School Teacher - Regular Education : Professional Education
Thomas Scarpone	High School Teacher - Regular Education : Professional Education
Michelle Presutti	High School Teacher - Special Education : Professional Education Special Education
DJ Hoy	Instructional Technology Director/Specialist : Professional Education Schoolwide Plan
Michael Naeger	Instructional Technology Director/Specialist :

	Professional Education Schoolwide Plan
Steve Noon	Instructional Technology Director/Specialist : Professional Education
Jack Okorn	Instructional Technology Director/Specialist : Professional Education
Rob Baier	Middle School Teacher - Regular Education : Professional Education Special Education
Jodie Kioalicas	Middle School Teacher - Regular Education : Professional Education
Jennifer Johns	Middle School Teacher - Special Education : Special Education
Jonitta Benard	Parent : Professional Education
Paul Bianchini	Parent
Lori Bigi	Parent : Professional Education
Doug Copper	Parent
Jill Daniels	Parent
Dawn Fiori	Parent : Professional Education
Julie Holmes	Parent
Nathan Holmes	Parent
Todd Kemp	Parent : Professional Education
Mike Pensis	Parent : Professional Education
Nikki Sarchet	Parent : Professional Education
Brianne Sieg	Parent : Professional Education
Jennifer Spotti	Parent : Professional Education
Richard Ward	Parent : Professional Education
Christina Worstall	Parent : Special Education
Dawn Smith	Special Education Director/Specialist : Professional Education Special Education
David Buchowski	Student Services Director/Specialist : Professional Education
Jeff Marquis	Student Services Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The Fort Cherry School District administrators and teachers are always striving to improve the education of students in the district. The written and taught curricula are reviewed and analyzed on an ongoing basis to ensure that the content is aligned with the appropriate academic standards and that the resources, instructional strategies, and assessments utilized are appropriate.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished

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

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

The Fort Cherry School District administrators and teachers are always striving to improve the education of students in the district. The written and taught curricula are reviewed and analyzed on an ongoing basis to ensure that the content is aligned with the appropriate academic standards and that the resources, instructional strategies, and assessments utilized are appropriate.

Middle Level

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

Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

The Fort Cherry School District administrators and teachers are always striving to improve the education of students in the district. The written and taught curricula are reviewed and analyzed on an ongoing basis to ensure that the content is aligned with the appropriate academic standards and that the resources, instructional strategies, and assessments utilized are appropriate.

High School Level

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

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

The Fort Cherry School District administrators and teachers are always striving to improve the education of students in the district. The written and taught curricula are reviewed and analyzed on an ongoing basis to ensure that the content is aligned with the appropriate academic standards and that the resources, instructional strategies, and assessments utilized are appropriate.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

The Fort Cherry School District administrators and teachers are always striving to improve the education of students in the district. The written and taught curricula are reviewed and analyzed on an ongoing basis to ensure that the content is aligned with the appropriate academic standards and that the resources, instructional strategies, and assessments utilized are appropriate.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The Fort Cherry School District follows a 5 year curriculum review cycle using Understanding by Design to review content and curricular resources. The written and taught curricula are reviewed and analyzed on an ongoing basis to ensure that the content is aligned with the appropriate academic standards and that the resources, instructional strategies, and assessments utilized are appropriate. The Superintendent collaborates with the Elementary Principal, Junior High Principal, Senior High Principal, and Director of Pupil Services to facilitate the process with the teachers.

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

N/A

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The Fort Cherry School District follows a 5 year curriculum review cycle using Understanding by Design to review content and curricular resources. The written and taught curricula are reviewed and analyzed on an ongoing basis to ensure that the content is aligned with the appropriate academic standards and that the resources, instructional strategies, and assessments utilized are appropriate. The Superintendent collaborates with the Elementary Principal, Junior High Principal, Senior High Principal, and Director of Pupil Services to facilitate the process with the teachers.

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

The Fort Cherry School District follows a 5 year curriculum review cycle using Understanding by Design to review content and curricular resources. The written and taught curricula are reviewed and analyzed on an ongoing basis to ensure that the content is aligned with the appropriate academic standards and that the resources, instructional strategies, and assessments utilized are appropriate. The Superintendent collaborates with the Elementary Principal, Junior High Principal, Senior High Principal, and Director of Pupil Services to facilitate the process with the teachers.

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

N/A

High School Level

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

Processes used to ensure Accomplishment:

The Fort Cherry School District follows a 5 year curriculum review cycle using Understanding by Design to review content and curricular resources. The written and taught curricula are reviewed and analyzed on an ongoing basis to ensure that the content is aligned with the appropriate academic standards and that the resources, instructional strategies, and assessments utilized are appropriate. The Superintendent collaborates with the Elementary Principal, Junior High Principal, Senior High Principal, and Director of Pupil Services to facilitate the process with the teachers.

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

N/A

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 modifications and accommodations are based upon language identified in each student's individualized education plan (IEP). For students placed into special education classrooms, students receive individualized specialized instruction as determined by the IEP. For students who are mainstreamed, teachers utilize differentiated instruction and assessment to meet the needs of the diverse students in the class, including those with IEPs. The teachers utilize flexibility in the curricula to determine the best way to meet the needs of the students in the delivery of the instruction, while maintaining the integrity of the standards-aligned curricula that is taught.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Building Supervisors
- Not Reviewed

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

The Fort Cherry School District utilizes the following strategies to ensure standards aligned instruction and consistency: formal classroom observations, learning walks, annual evaluations, peer assessment, and instructional coaching. Building level administrators are responsible for formally evaluating the teachers within their buildings on an annual basis, utilizing Pennsylvania's Teacher Effectiveness System. This evaluation incorporates formal and informal observations and learning walks, conferencing, and review of resources and materials, including lesson plans. The Administrative team observes and evaluates teachers, who are new to the district and who have not yet earned tenure, this is part of the Induction Program. New teachers also receive support and guidance from mentor teachers for three years as part of the program, which includes a formal observation and supportive feedback and coaching, as appropriate. New teachers observe master teachers to learn new techniques to utilize in their own classrooms. The district also utilizes Communities of Practice district-wide which encompasses content-based teams of teacher leaders and administrators to improve education processes. Communities of Practice include research, planning, learning walks, analysis, and communication strategies to identify and remedy instructional areas needing improvement.

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

The district does not plan to incorporate any additional strategies and/or individuals into the instructional process.

Responsiveness to Student Needs**Elementary Education-Primary Level**

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

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

The Fort Cherry School District utilizes a variety of instructional practices to meet the diverse needs of students.

Elementary Education-Intermediate Level

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

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

The Fort Cherry School District utilizes a variety of instructional practices to meet the diverse needs of students.

Middle Level

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

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

The Fort Cherry School District utilizes a variety of instructional practices to meet the diverse needs of students.

High School Level

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

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

The Fort Cherry School District utilizes a variety of instructional practices to meet the diverse needs of students.

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 Fort Cherry School District administrative team utilizes various strategies to effectively recruit highly qualified teachers and administrators when a position is available. Various media resources are utilized to identify quality candidates, as well as networking contacts and PA Educator. The district maintains professional partnerships with local universities, including the University of Pittsburgh, Robert Morris University, Edinboro, and California University of Pennsylvania, to enable undergraduate and graduate students in their respective education programs to complete student teaching and administrative/supervisory internships at the schools.

The administrative team meets in the spring of each school year to adjust staffing within both buildings, as appropriate, dependent upon the current assignments and anticipated position openings. This plan involves consideration of teacher experience, teacher certification, individual student needs, as well as sub-groups. When new teachers are hired, care is taken to assign them in an equitable manner within the buildings.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	29.00	29.00	29.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing

the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher-made Assessments	X	X	X	X
Student Portfolios	X	X	X	X
Standardized Tests (ie, EdInsight, DIBELS, TerraNova)	X	X	X	X
State Mandated Assessments (ie, PSSA, Keystone)		X	X	X

AP Exams				X
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Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Standardized Tests (ie, EdInsight)	X	X	X	X
Teacher-made Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Observations	X	X	X	X
Questioning	X	X	X	X
Discussion	X	X	X	X
Exit/Admit Slips	X	X	X	X
Learning/Response Logs	X	X	X	X
Graphic Organizers	X	X	X	X
Peer/Self Assessments		X	X	X
Practice Presentations		X	X	X
Visual Representations	X	X	X	X
Kinesthetic Assessments	X	X	X	X
Individual Whiteboards	X	X	X	X
Constructive Quizzes	X	X	X	X
Think Pair Share	X	X	X	X
Four Corners		X	X	X
Games	X	X	X	X
Written Responses	X	X	X	X
Projects	X	X	X	X
Creative Responses (ie, artwork, poetry, etc)	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Local Diagnostic Assessments	X	X	X	X
Standardized Tests (ie, EdInsight)	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				X
Intermediate Unit Review				
LEA Administration Review	X	X	X	X

Building Supervisor Review	X	X	X	X
Department Supervisor Review			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.

The Fort Cherry School District utilizes a variety of strategies to validate assessments, as appropriate. As the curricula is reviewed and analyzed, the assessments are reviewed to ensure that the content assessed is aligned with the content taught. The degree and level of review is determined on a case by case basis by the administration. Teachers share and review assessments within teams on an ongoing basis, as appropriate.

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.

At the Fort Cherry School District, local assessments are reviewed on an annual basis by teachers and administrators, as appropriate.

Collection and Dissemination

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

The Fort Cherry School District utilizes EdInsight as a tool for data collection, dissemination, and analysis. All administrators, teachers, and specialists have access to the student data system, as appropriate and as required by FERPA.

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.

Administrators and teachers collaborate in the review of student data. Strengths and areas needing improvement are identified by individual student, class, and grade level. Based upon on student data, programming and teaching decisions at the district, building, classroom, and individual levels are drive by data analysis.

Assessment Data Uses

Assessment Data Uses	EEP	EEl	ML	HS
Assessment results are reported out by PA	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

Administrators and teachers collaborate in the review of student data. Strengths and areas needing improvement are identified by individual student, class, and grade level. Based upon on student data, programming and teaching decisions at the district, building, classroom, and individual levels are drive by data analysis.

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

N/A

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	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	X	X	X	X
Student Handbook	X	X	X	X
N/A				

Provide brief explanation of the process for incorporating selected strategies.

The Fort Cherry School District determines the most effective and efficient way to distribute information regarding assessments based on assessment type, grade level, cost, and availability of resources.

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

N/A

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 Fort Cherry School District is a small rural school district. The district consists of two schools - Fort Cherry Elementary Center (K-6) and Fort Cherry Jr-Sr High School (7-12). All decisions that are made in the district are made by the team of administrators as a collective group. The needs within each building are determined based on the data available. The team collaborates to implement improvement plans based on the defined needs through data driven analysis.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management		X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X

Internet Web-based System for the Management of Student Discipline	X	X	X	X
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Explanation of strategies not selected and how the LEA plans to address their incorporation:

The Fort Cherry School District implements programs that are appropriate for the developmental and academic level of our students.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The Fort Cherry School District actively participates in Child Find activities. An Annual Public Notice is listed on our website, published in local newspaper (fall), and printed in all student handbooks. The Annual Public Notice contains information regarding Gifted Programming, the Evaluation Process, and Contact Information. In addition, child find within the building is conducted through IST process, ESAP/SAP, and teacher/parent conferencing.

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

The Fort Cherry School District locates students eligible for gifted services through one of the following: (1) prescreening (recommendation from IST, ESAP, parent/teacher conference using data from DIBELS, PSSA, Keystone, Benchmark assessment, grades, and/or teacher recommendation); (2) referral (principal, teacher, or counselor); or (3) parental request.

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

The gifted evaluation process involves an assessment of the student's intellectual ability, academic skills, and his/her display of skills, interests, and aptitude in the home and school settings. In a one-on-one setting, the school psychologist administers standardized cognitive and academic assessments in order to measure intellectual functioning and academic achievement compared to peers nationwide. To more fully assess academic skills, the school psychologist also reviews classroom-based assessments as well as local and/or state assessments. Finally, the school psychologist gathers input from the student's family and teacher(s) both formally through the use of a norm-referenced assessment and informally through open-ended questionnaires in attempt to capture the student's specialized skills, interests, and aptitudes relevant to the student's suspected giftedness.

In order to meet eligibility criteria for the gifted program, students must display strong intellectual and academic skills consistently within the Very Superior levels (standard scores greater than 130). A student with cognitive abilities lower than a standard score of 130 may be admitted to gifted programs when other criteria in the profile of the person strongly indicate gifted ability. Such a circumstance would require standard scores of above 130 on an achievement test and consensus on a norm-referenced test from adults in both home and school settings regarding the child's highly probable giftedness.

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

Programming for our gifted students in the Fort Cherry School District is based on the child's individual strengths. During an GIEP meeting, including parent, teachers, administrators, guidance, specialists, specially designed instruction will be determined through the creation of individualized goals. Our gifted programming has several options: (1) The pull-put experience which includes instruction and activities with a gifted education teacher and other identified gifted students when available; (2) Acceleration in depth which includes application, extension, and enrichment activities that replace and/or supplement work in grade-level courses; (3) Acceleration in pacing which is defined as instruction at an advanced level. A student must demonstrate the skills necessary for placement at an advanced level in reading and/or math.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X
Individual Therapy (ie, Speech, Occupational, Physical, etc.)	X	X	X	X
Drug and Alcohol Education	X	X	X	X
Mental Health Referrals	X	X	X	X
Student Leadership Programs	X	X	X	X
Alternative Education Programs and Services	X	X	X	X
Character Education	X	X	X	X
Individual and Family Counseling Referrals	X	X	X	X

Explanation of developmental services:

The Fort Cherry School District provides services or refers families to services that best meet the needs of our diverse students, families, and staff, as determined on a case by case basis, while maintaining HIPAA and FERPA regulations. The School District utilizes SAP and ESAP as team-based approaches, along with data driven decision making, to identify and/or monitor students' academic and personal well being. In addition, specific procedures and protocols are established to identify at risk students and allow for the attainment of appropriate services and/or programs.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

The Fort Cherry School District provides services or refers families to services that best meet the needs of our diverse students, families, and staff, as determined on a case by case basis, while maintaining HIPAA and FERPA regulations. The school district utilizes SAP and ESAP programs, as well as a team-based approach, to monitor students' academic and personal well being, utilizing available data to identify students at risk and appropriate services and programs for them.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X

Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The Fort Cherry School District provides services or refers families to services that best meet the needs of our diverse students, families, and staff, as determined on a case by case basis, while maintaining HIPAA and FERPA regulations. The school district utilizes SAP and ESAP programs, as well as a team-based approach, to monitor students' academic and personal well being, utilizing available data to identify students at risk and appropriate services and programs for them.

Communication of Educational Opportunities

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Classroom teachers and individuals providing interventions collaborate on a need to know basis. The frequency of meetings and attendance at meetings is determined based on the needs of each student and team members. At both educational levels, the administration has built in common meeting time to provide all professionals time to work collaboratively to improve the instruction and delivery of students with additional needs.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Fort Cherry School District communicates with a number of local organizations to ensure students are receiving appropriate educational services when they attend our schools. The Superintendent, Elementary Principal, and Director of Pupil Services, as well as teachers and counselors, communicate with local child care, pre-kindergarten programs, and after school programs regarding student transition and collaboration on projects, as appropriate. The Superintendent, Junior High Principal, Senior High Principal, Director of

Pupil Services, and Transition Coordinator, as well as teachers and counselors, communicate, collaborate, and coordinate with local youth workforce development programs, local ministerium, local library, and tutoring programs, as appropriate, to ensure that students are offered assistance as they need it.

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.

Early Intervention programs stay in close contact with the LEA. Communication is as needed regarding preschool aged activities that may take place within the community or at the school. Information regarding early intervention programming is shared with all families within the community via the Public Notice on Special Education. This document contains contact information regarding services and evaluations for PreK programming. In addition, District personnel work closely with our local early intervention providers to make sure all needs are being met along with building a connection for a smooth transition for family and child once school aged.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The Fort Cherry School District implements a Learning Resource Review Process. The Superintendent coordinates with the Principals, Director of Pupil Services, Technology

Department, and Business Manager to establish the process schedule. The administrators meet with teachers, as appropriate, to assess the following: curricular needs, student needs, age/appropriateness of current resources, and etc. The District follows a five year curriculum review cycle, though needs of students will be given priority, as appropriate. As a team, administrators and teachers collaborate to identify outdated resources and research updated materials that are more appropriate to meet student needs. A proposal is reviewed by the Learning Resource Review Committee on a yearly basis. This Committee is composed of administrators, school board members, parents, community members, teachers, and students to determine the appropriateness of the resource requests. A final recommendation of the Committee is made to the School Board of Directors to be considered during the budgetary process.

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

N/A

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The Fort Cherry School District implements a Learning Resource Review Process. The Superintendent coordinates with the Principals, Director of Pupil Services, Technology Department, and Business Manager to establish the process schedule. The administrators meet with teachers, as appropriate, to assess the following: curricular needs, student needs, age/appropriateness of current resources, and etc. The District follows a five year curriculum review cycle, though needs of students will be given priority, as appropriate. As a team, administrators and teachers collaborate to identify outdated resources and research updated materials that are more appropriate to meet student needs. A proposal is reviewed by the Learning Resource Review Committee on a yearly basis. This Committee is comprised of administrators, school board members, parents, community members, teachers, and students to determine the appropriateness of the resource requests. A final recommendation of the Committee is made to the School Board of Directors to be considered during the budgetary process.

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

N/A

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The Fort Cherry School District implements a Learning Resource Review Process. The Superintendent coordinates with the Principals, Director of Pupil Services, Technology Department, and Business Manager to establish the process schedule. The administrators meet with teachers, as appropriate, to assess the following: curricular needs, student needs, age/appropriateness of current resources, and etc. The District follows a five year curriculum review cycle, though needs of students will be given priority, as appropriate. As a team, administrators and teachers collaborate to identify outdated resources and research updated materials that are more appropriate to meet student needs. A proposal is reviewed by the Learning Resource Review Committee on a yearly basis. This Committee is comprised of administrators, school board members, parents, community members, teachers, and students to determine the appropriateness of the resource requests. A final recommendation of the Committee is made to the School Board of Directors to be considered during the budgetary process.

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

N/A

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	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Fort Cherry School District implements a Learning Resource Review Process. The Superintendent coordinates with the Principals, Director of Pupil Services, Technology Department, and Business Manager to establish the process schedule. The administrators meet with teachers, as appropriate, to assess the following: curricular needs, student needs, age/appropriateness of current resources, and etc. The District follows a five year curriculum review cycle, though needs of students will be given priority, as appropriate. As a team, administrators and teachers collaborate to identify outdated resources and research updated materials that are more appropriate to meet student needs. A proposal is reviewed by the Learning Resource Review Committee on a yearly basis. This Committee is comprised of administrators, school board members, parents, community members, teachers, and students to determine the appropriateness of the resource requests. A final recommendation of the Committee is made to the School Board of Directors to be considered during the budgetary process.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full

	Implementation
School Climate	Full Implementation

Further explanation for columns selected "

The Fort Cherry School District and its professional staff utilizes the Standards Aligned System as a resource for student program planning, professional education, and other district instructional projects, as appropriate.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation

School Climate	Full Implementation
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Further explanation for columns selected "

N/A

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full

	Implementation
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Further explanation for columns selected "

N/A

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

N/A

Early Warning System

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

Not answered

Professional Education

Characteristics

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

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

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

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

The Fort Cherry School District provides professional education opportunities for all faculty and staff. The process for ensuring that the professional education in which the staff participates is appropriate and effective follows a specific protocol. Professional education is evaluated on the following tenets: district goals, state mandates, student data, and teacher needs. These tenets drive the opportunities and choices for professional education offered to our faculty and staff. The administrative team plans district and building level professional education dependent on district initiatives, building goals, and professional needs. The purpose of professional education activities is to improve the quality of education provided to students by building the capacity of the staff to meet the diverse needs of students and provide appropriate educational programming to students in a safe and secure environment. The district utilizes a number of different types of professional education techniques, which include but are not limited to communities of practice, train-the-trainer, learning communities, teacher leaders, project-based learning, online learning, conferences, workshops, and etc.

Each winter/spring, teachers, administrators, and paraprofessionals complete professional education needs assessments to identify their perspectives of the needs. Student data, state mandates, educational/technological resources, and trends in education are also considerations when planning for professional education activities for the upcoming school year.

Teachers may request attendance to professional education activities through a process that includes building level administrators, then central office administrator approval. Such activities are approved if the requested activity is aligned with district/building/student needs and building budget constraints. Evaluations are completed for professional education activities provided by the district. In addition, Act 48 credit hours are granted for appropriate activities.

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

N/A

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/19/2014

12/4/2014
8/19/2015
The LEA plans to conduct the required training on approximately:
8/23/2016
8/22/2017
8/21/2018

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

Questions
The LEA has conducted the training on:
8/19/2015
1/15/2016
8/23/2016
The LEA plans to conduct the training on approximately:
1/13/2017
8/22/2017
8/21/2018

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/19/2015
1/15/2016
8/23/2016
The LEA plans to conduct the training on approximately:
1/13/2017
8/22/2017
8/21/2018

Strategies Ensuring Fidelity

Checked answers

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

- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

The Fort Cherry School District provides professional education opportunities for all faculty and staff. The process for ensuring that the professional education in which the staff participates is appropriate and effective follows a specific protocol. Professional education is evaluated on the following tenets: district goals, state mandates, student data, and teacher needs. These tenets drive the opportunities and choices for professional education offered to our faculty and staff. The administrative team plans district and building level professional education dependent on district initiatives, building goals, and professional needs. The purpose of professional education activities is to improve the quality of education provided to students by building the capacity of the staff to meet the diverse needs of students and provide appropriate educational programming to students in a safe and secure environment. The district utilizes a number of different types of professional education techniques, which include but are not limited to communities of practice, train-the-trainer, learning communities, teacher leaders, project-based learning, online learning, conferences, workshops, and etc.

Each winter/spring, teachers, administrators, and paraprofessionals complete professional education needs assessments to identify their perspectives of the needs. Student data, state mandates, educational/technological resources, and trends in education are also considerations when planning for professional education activities for the upcoming school year.

Teachers may request attendance to professional education activities through a process that includes building level administrators, then central office administrator approval. Such activities are approved if the requested activity is aligned with district/building/student needs and building budget constraints. Evaluations are

completed for professional education activities provided by the district. In addition, Act 48 credit hours are granted for appropriate activities.

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

N/A

Induction Program

Checked answers

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

Unchecked answers

None.

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

The Fort Cherry School District Induction Program includes many supports for new teachers. The Principal is responsible for the overall evaluation of all teachers in the building, including a minimum of two formal observations and ongoing learning walks, for

the first 3 years of teaching. All new teachers are granted a teacher mentor for the first three years of teaching. The mentor teachers meets with the new teacher on a daily basis and informally observes the inductee two times each year of the program. The new teacher is required to observe three different teachers during the first year of induction, including the mentor teacher, one teacher within the department/grade level, and one teacher at the building at which the teacher is not assigned (ie, the high school teacher will observe a teacher at the elementary center). Additional observations are strongly encouraged during the final two years of the induction program. If a new teacher shows areas needing improvement during years two and three of the program, additional observations may be required. New teachers are provided continual structure and support during their first three years of instruction, in order to assist them with their new position.

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

N/A

Needs of Inductees

Checked answers

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

*Unchecked answers**None.*

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

The practices associated with the Fort Cherry School District Induction Program and the Teacher Effectiveness Program ensures the integrity of these practices.

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

N/A

Mentor Characteristics*Checked answers*

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

*Unchecked answers**None.*

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

Mentor teachers are chosen by the administrative team based upon the assignment of the new teacher (relevance), effectiveness in the classroom (rigor), and ability to build relationship (relationships).

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

N/A

Induction Program Timeline

Topics	Aug-	Oct-	Dec-	Feb-	Apr-	Jun-Jul
--------	------	------	------	------	------	---------

	Sep	Nov	Jan	Mar	May	
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

New teachers are immersed into the learning process upon the first day of new teacher induction and/or in-service, if not earlier. All topics are addressed initially and are revisited as needed throughout the year. It is impossible to specify the timeline for every new teacher, as each individual may need additional assistance as the school year progresses.

New teachers are monitored regularly throughout the school year. If there is a need, it is addressed immediately.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Fort Cherry School District Induction Program includes many supports for new teachers. The Principal is responsible for the overall evaluation of all teachers in the building, including a minimum of two formal observations and ongoing learning walks, for the first 3 years of teaching as part of the program. All new teachers are granted a teacher mentor for the first three years of teaching. The mentor teachers meets with the new teacher on a daily basis and informally observes the inductee two times each year of the program. The new teacher is required to observe three different teachers during the first year of induction, including the mentor teacher, one teacher within the department/grade level, and one teacher at the building at which the teacher is not assigned (ie, the high school teacher will observe a teacher at the elementary center). Additional observations are strongly encouraged during the final two years of the induction program. If a new teacher shows areas needing improvement during years two and three of the program, additional observations may be required. New teachers are provided a lot of structure and support during their first three years of employment, in order to assist them in the transition to teaching. At the end of each school year, the mentor teacher and new teacher complete a written evaluation. A meeting is conducted by the Principal and possibly the Director of Pupil Services and/or Superintendent to discuss the progress made throughout the year and identify needs for the upcoming school year.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **196**

Identification Method

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

The Fort Cherry School District currently uses the discrepancy model to identify students with specific learning disabilities. This model requires the district to look at the discrepancy between a student's intellectual ability and achievement in order to make this determination. Throughout this process, information is gathered from each student's classroom teacher(s), parent(s) or guardian, and related service personnel. The information is then incorporated into the evaluation report. After all the information has been gathered and testing has been completed, the school psychologist completes the Determination of Specific Learning Disability section of the evaluation report. The report is then reviewed with the Multidisciplinary team. If the student is found eligible for Special Education Programming as a student with a Specific Learning Disability and requiring specially designed instruction, the MDT (upon transition into an IEP team) will determine appropriate programming, focusing on the service needed, not the location of that service(s).

Enrollment

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

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

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

Not significantly disproportionate

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?

The Fort Cherry School District is not a host District, under section 1306 of the Public School Code. Additionally there are no facilities for Incarcerated students within the District. Therefore, there are no problems or barriers that exist which would limit the District's ability to meet its obligations under Section 1306 of the Public School Code.

In the event that the District were to become a host District, District personnel would establish working connection with the facility. The District would contact the student's home district for educational paperwork. The District would then review documents, meet with necessary IEP team members, revise any necessary documents, and then implement special education services as appropriate. Student progress would be monitored and reported as indicated in the IEP.

If a Fort Cherry student were to attend a residential facility, the District would communicate with the Host School District officials and forward all the special education documentation to them. Following contact, an IEP team meeting would be held to determine the appropriate special educational services for the student. Student progress would be monitored and reported as indicated in their IEP.

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).

The Fort Cherry School District is not a host District, for incarcerated students. Therefore, there are no problems or barriers that exist which would limit the District's ability to meet its obligations.

In the event that the District would become a host District, District personnel would establish a working relationship with the correctional institution. The District would contact the student's home district for educational paperwork. The District would then review the paperwork, meet with necessary IEP team members, revise any necessary documents, and then implement special education services as appropriate. Student progress would be monitored and reported as indicated in the IEP.

If a Fort Cherry student were incarcerated the District would communicate with the Host School District officials and forward all the special education documentation to them.

Following contact, an IEP team meeting would be held to determine the appropriate special educational services for the student. Student progress would be monitored and reported as indicated in their IEP.

Least Restrictive Environment

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

The IEP Team is always convened to seek a Free and Appropriate Public Education in the Least Restrictive Environment for students with disabilities. The child always remains in the regular education environment unless psychological/psychiatric findings, staff/parent input, grades, standardized test scores, etc. indicate needs that require special education services in a separate location. The LEA always starts a student in the least restrictive environment and goes more restrictive only as deemed necessary by the IEP Team. The District maintains the procedures of pre-referral, Permission / Consent to Evaluate, Evaluation Report, Individualized Educational Plan, and Notice of Recommended Educational Placement for all Fort Cherry Students.

Once a teacher has determined that a student is in need of further assistance they will make the initial referral to the appropriate program: for the Junior/Senior High student, the Student Assistance Program (SAP) and at the Elementary Center, the Elementary Student Assistance Program (ESAP). These teams meet to discuss the needs of the child and based upon their findings; the resulting action plan is then implemented in the regular education classroom to try to meet the student's needs. If difficulties persist at the Junior/Senior High level and more information is needed, the student is referred for a Multidisciplinary Evaluation. At the elementary level, if more information is needed, a second attempt is made before recommending a Multidisciplinary Evaluation. In this case, the child would be referred to the Instructional Support Program. This team meets and develops an action plan, which is implemented in the regular education classroom to try to meet the student's needs. At this point, if difficulties continue to persist, the student is referred for a Multidisciplinary Evaluation.

If the student is found to be eligible for special education services, every attempt is made to deliver them in the regular education classroom. "Which service(s)" is first determined by the recommendations of the school psychologist, as stated in the evaluation report. The IEP Team translates the recommendations into which service(s) a student needs in order to be successful. After the needs are identified and services determined, the IEP Team will determine "where" the services will be implemented. The determination for placement is addressed with the question "In what environment(s) can this plan be best met for this student?" The location of the service is the regular education classroom first, unless services and resources cannot be reasonably provided in this environment.

District-wide students are supported in itinerant, supplemental, and full-time support programs. Many students receive the majority of their program while in the regular educational environment. They are supported with the full continuum of services in all environments. In the regular education classroom, the regular education teacher will deliver modifications and specially designed instruction as necessary. Support may be provided by a paraprofessional if needed. The student will receive instruction in the special education classroom only if his/her needs are such that they cannot be met in the regular education classroom.

At the Elementary Center, special education services are more likely to be delivered in a separate classroom at the primary level because of the emphasis on reading and math instruction. However, the inclusion of students with disabilities in the regular education classroom usually increases with each grade level. The District's goal is for students with disabilities to be included into the regular education classroom to the maximum extent appropriate.

At all levels within the District, students with disabilities are being served in general classrooms more than ever before. Both regular and special education teachers monitor the

progress of students with disabilities in the general classroom. In addition, both ensure that program modifications and specially designed instruction are implemented in accordance with the IEP. Ultimately, it is hoped that some students will be dismissed from the special education program altogether.

There are many opportunities for students with disabilities to interact with non-disabled peers throughout the school day. Elementary students are almost always included in the regular education environment for homeroom, breakfast/lunch, art, computer, STEAM, gym, library, music, recess, assemblies and programs, and other school-wide events. High school students are almost always included in the regular education environment for homeroom, breakfast, lunch, electives, rotation classes and other school wide and extra curriculum. The only exception to this opportunity is when the child poses a threat to themselves or others.

Regular Education curriculum is utilized in both the Special Education Classrooms to the fullest extent possible. A significant portion of the students are able complete the regular education coursework with accommodations. Sometimes these accommodations can be supported in the regular education classroom while at other times, the accommodations are too significant for the regular education classroom environment, therefore the support classroom must be utilized to meet the individual needs of the student. When absolutely necessary, students within the district may utilize an alternative curriculum. This curriculum is aligned with the Pennsylvania Standards. When this option is necessary, it is noted within the students' IEP.

When appropriate, students with disabilities who are educated outside of the District pursue regular curricula and activities too. Their progress is evaluated regularly by the IEP Team to determine readiness for placement in a less restrictive environment.

The District uses technology in all the classrooms. Computers, laptops & Chromebooks, and iPads are utilized in numerous Special Education Classrooms, as well as in the related service provider's rooms/areas. The iPads are utilized for instruction, social interaction, and therapeutic needs. Smart boards and Promethean boards, available in all classrooms, are also utilized allowing for direct student interaction within the lesson. In addition to the onsite technology devices available to District personnel for student assistance, the District will borrow necessary items from the lending library to better meet the needs of the students within the classrooms.

When the need arises, the District will contact consultants, mainly from IU#1, for training and consultation purposes. Trainings have been in the areas of Autism and Behavior. The Training and Consultation (TAC) team members have provided consultation and collaboration with District personnel by conducting on-site observations, training, behavior interventions, and assistance with student observations and development of FBAs with IEP teams. Additionally, the District has utilized IU assistance for testing preparation / training

for PASA administration. Recently, the District utilized IU#1 staff for Safety Cares Training, for de-escalation and restraint training.

Indicator 5: Educational Environment Based the most recent Penn Data Report Dec 1, 2010.

The district did meet SSP requirements in one of the three areas for this indicator--inside the regular education class less than 40% of the time.

For the remaining two areas, the District did not meet the requirements. The District's percentage of students that are inside regular class 80% or more of the day is at 53.7% of the special education population with the states' percentage at 62.4%. While the Fort Cherry School District focuses on placing the students in the least restrictive environment as much as possible, the IEP teams make the determination of placement. The individual child's needs are met on an individual basis, not on one that is going to force them into the regular education environment, just to have students in the regular education environment. This percentage has increased since the previous years' submission from 53.6% (Dec 1, 2011) to the 53.7% (Dec 1, 2013). While this section is to focus on data from school year 2013- 2014, the most current Special Education Data Report from 2014 - 2015 states that the percentage of students that are inside the regular class 80% or more of the day is at 61.1% (Dec 1, 2014). It is important to note that the District is trending toward closing the gap between the state's percentage. The increase from 53.7% to 61.1% is indicative of this. The District will continue to focus on LRE on an individual basis.

With regards to outplacements (LRE – placed out of the District) the District is higher (9.6%) and the State (4.8%) as of Dec 1, 2013. The trend for the last two years is decreased number of outplaced students. Dec. 1, 2014 = 8.6% (16 students) and Dec 1, 2015 = 7.1% (14 students). This decreasing trend is due to efforts taken by the IEP teams to return students to their home district at every opportunity. The district does recognize that these percentage numbers are higher than the state. However, the IEP teams upon determining where the students' needs can best be met which may require to select a more restrictive environment, such as an outside placement.

When it is determined that an outplacement is needed the team will review which facility(s) in the area are most appropriate for the student. A process of elimination is utilized by taking into account which schools and facilities do meet the need of the student along with the travel distance. Because Fort Cherry School District is located in a rural area, the travel distance must be taken into account, as some facilities are located over 90 minutes away. If the team feels this is the best environment for the student, then the team will proceed with placement in that school/facility. At a minimum of once a year, all outplaced students' placements are reviewed. This is mostly done during the annual IEP meeting. The team closely reviews data to determine if the student is able to return to the district. If this is the determination of the team, then a 'return to school' plan is developed and all members work

toward assisting the student to return to the District.

Behavior Support Services

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

The Fort Cherry School District adopted the Behavior Support Policy from the Intermediate Unit. This Policy fulfills the requirements of 22 PA Code, Chapter 14 and the regulatory requirements under the Individuals with Disabilities Education Act — Part B. The District also updated their Manifestation Determination Procedures, to better align its procedures to reflect the Adopted Behavior Support Policy.

The Behavior Support Policy--Discipline of Students with Disabilities:

Positive, rather than negative, measures form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices, and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Positive Behavior Support Plans (PBSP) must be based on functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be as least intrusive as necessary. The use of restraints is considered a measure of last resort only to be used after other less restrictive measures, including de-escalation techniques. The District utilizes the Safety Cares Model for Restraint Practices. This program focuses on de-escalation techniques as a general practice to assist with behavioral concerns. The District anticipates training staff to be trainers of the program so that the entire district can be trained and subsequent retraining can occur on an annual basis by the trained staff.

Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or actions injurious to themselves or others shall be disciplined in accordance with their Individual Education Program (IEP), PBSP, and Board Policy. A PBSP is a plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning. The PBSP is developed by

the IEP team, and is based on a functional behavior assessment. The PBSP upon its completion becomes part of a child's IEP.

A PBSP should provide educators with a framework for building inclusive, proactive classrooms where students are taught to make responsible choices. According to IDEA and the Pennsylvania School Code, the plan must:

- Focus on positive measures which are researched based.
- Teach alternative skills to replace inappropriate behavior.
- Use interventions that are least intrusive.
- Avoid the use of aversive techniques, restraints or punishments.
- Use techniques, procedures and methods for which the staff has been adequately trained.
- Include a functional assessment and manifestation determination as appropriate.

The Behavior Support Policy also indicates procedures for Disciplinary Exclusions for:

- Intellectual Disability
- Weapons Violation
- Drug/Controlled Substances Violations
- Serious Bodily Injury

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.

Ensuring FAPE / Hard to Place Student

The District has been fortunate in resolving issues of placement for "difficult to place students" with the assistance of Intermediate Unit #1. There has been no need to report any students in the past year as Cordero Class Members. Should the need arise, the District would contact the Interagency Coordinator to resolve and locate an appropriate educational placement for a student.

When the District suspects a student may be at risk of not having his/her IEP implemented in the public school setting, or such student may pose the challenge in terms of finding an appropriate educational placement, the District will contact the Intermediate Unit #1 Interagency Coordinator who will arrange an Interagency meeting through the local CASSP office to include all agencies that provide support to the student. The IEP team members will meet to review the IEP to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the team determines that the student can no longer be served in the public educational setting, placement options will then be considered. The District will follow up with making the appropriate contacts. In the event that a placement cannot be secured, and the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the District will report the required information utilizing the required form to the Pennsylvania Department of Education, updating the information monthly as needed until an appropriate placement has been secured. Additionally, the District will report to the Department of Education all students who are on *Homebound Instruction* or *Instruction in the Home* on the appropriate form.

Collaboration in Providing Services

The District will maintain contacts with other child servicing agencies by participating in CASSP / Interagency meetings as necessary. The District will participate in other meetings as needed if the service provider, (i.e. hospitals, APS, RTF's) has or will have a direct relationship with the student's success in school. The Director of Pupil Services or designee will maintain contact with the Intermediate Unit #1 Interagency Coordinator to act as a liaison when necessary between the district and the child servicing agencies.

Improving Program Capacity

The Director of Pupil Services or designee will maintain an ongoing relationship with the Intermediate Unit One Interagency Coordinator and request trainings as needed. Additionally, the District will be represented at seminars, workshops, and other such trainings targeted to improve the District's program capacity.

Coordination of Available Funds/Resources Usages

The District will utilize the Interagency meeting process to determine what resources the student may be eligible for while researching appropriate placements. The District will work with the Parent(s) to complete the necessary applications(s) if the student has never

been found eligible for medical assistance. The District will make available the necessary documents to support eligibility using the appropriate procedures under the Health Insurance Portability and Accountability Act (HIPAA).

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.

Current Program Strengths and Highlights

- The District continues to provide a Therapeutic Emotional Support Program staffed by 3.5 FTE, one consulting psychiatrist, one licensed social worker, one regional social worker, and three paraprofessionals.
- The District continues to provide a Learning Support Program staffed by 7.5 FTE and five paraprofessionals.
- The District has recently added a Life Skills Support Program to students at the Jr./Sr. High School. It is currently staffed by 1 FTE teacher and one paraprofessional.
- The District continues to provide all related services of Speech & Language Support, OT, PT, O&M, Vision Support, and Hearing Support.
- The District contracts with the Intermediate Unit 1 to employ 1 full time school psychologist.
- The District has 2 sensory rooms (1 per building) to meet the sensory needs (sensory diets) and deescalation needs of the support students. IEP teams work closely to understand sensory needs and to follow any sensory diets that are required.

- The District offers to all students a 30 minute period for individualized academic needs: Activity, Intervention, Remediation, & Enrichment time (AIRE). AIRE Time is offered on a daily basis and is utilized to target specific student skills / needs.
- The District provides a tutoring program for all classes before school in the FC Elementary Center. Student participation is voluntary.
- The District currently utilizes IEPWriter and Child Count software to facilitate IEP development and data submission. All support teachers have either been trained by Leader Service Staff Trainers or by District Staff to utilize IEPWriter.
- The Support Teachers have been trained and are currently implementing Progress Monitoring techniques in their classrooms.
- The District continues to support the pre-referral process of the Instructional Support Team (IST), the Elementary Student Assistance Program (ESAP) at the Elementary Center, and the Student Assistance Program (SAP) at the High School. These programs manage and support the pre-referral process. Both standardized and curriculum-based assessments are utilized, allowing for more precise assessments in order to assist the teams in designing appropriate interventions to measure the student's response to the intervention, as required under the Reauthorization of IDEIA (2004).
- As part of the child find obligations of IDEA, the District provides assessments at the request of parents for any student residing in Fort Cherry School District.
- The District continues to offer a full continuum of services while expanding least restrictive environment practices. All appropriate members participate in the IEP meetings to determine first the need(s) of the child and second, where the need(s) can be met.
- The District continues a partnership with Child Alert. Child Alert provides early intervention programming to preschool children of need: educational, related services, and family support services found in need of such services.

- The District continues its partnership with the Intermediate Unit #1 for contractually related services. Such Services include OT, PT, Speech, O&M, Vision, Hearing Support and Social Work Services.
- The District offers transitions services to all students ages 14 through graduation. The Transition Coordinator collaborates with outside agencies, such as The Office of Vocational Rehabilitation (OVR) and South West Training services. The Transition coordinator and agencies work together to help students work toward achieving their goals after high school. Other opportunities available to all students include attendance at Washington Area Career and Technology Center (WACTC) or within the Agriculture Program in the Jr./Sr. High School.
- The District has a strong emphasis on Computer Based learning. There is a Little Rangers Makers Studio on the elementary center. Additionally, there is a newly added STEAM (Science, Technology, Engeniering, Arts, and Mathatics) Lab for grades K-6. Furthermore, stationary computer labs, mobile computer labs, and mini computer labs are available in each classroom at the Elementary Center. Every Learning Support, Life Skills Support, and Emotional Support classroom has a Smartboard or Promethean board.
- The District offers various computer programs for all students to enhance their reading and mathematical abilities. Such programs include: Accelerated Reader, Star Reader, First in Math, IXL Math, Terra Nova, CDTs, Aleks Math program, and Cognitive Tutor remedial software. The District is looking to purchase of the Study Island Program for next year.
- The District utilizes MMS as an online student data warehouse, lesson plan organizer, and grade reporting system. This system is accessible to teachers, parents, and students. This software allows the parents to access the students grades in a timely manner while promoting communication and awareness of student progress.
- Several of the support classrooms have iPads available for student use. Therapists (OT and SP) also utilize iPad application / intergration into their daily classroom sessions.

- Training opportunities are provided to faculty and staff during 6 in-service days, 4 professional development Act - 80 days. Trainings are offered based upon a needs assessment inventory. Trainers may include, but are not limited to: IU Trainers, Specialists, Teacher Leaders, and Administrators.
- Faculty and Staff may request to attend or may be asked to attend off campus conferences and workshops to further professional development opportunities.
- Annually, the District trains (re-certifies) staff with the Safety Cares Training Program.
- Parents are offered training at least annually at the District. Training topics are based upon parent request/need through parent input surveys and hot-topics in special education. These trainings take place during the evening and/or school day.
- The District sends home information to parents regarding training opportunities off campus in the ways of conferences and workshops provided by outside agencies.
- The District has held parent trainings with neighboring school districts in a effort to meet a more broad range of parents' needs.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
There are no non-resident student facilities located in the Fort Cherry School District. The District is not a host district under section 1306 of the public school code.	Nonresident	There are no facilities located in the Fort Cherry School District. The District is not a host district under section 1306 of the public school code.	0
There are no facilities located in the Fort Cherry School District. The District is not a host district under section 1306 of the public school code.	Incarcerated	There are no facilities located in the Fort Cherry School District. The District is not a host district under section 1306 of the public school code.	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Transformation Learning	Other	Full Time Emotional Support	2
The Western Pennsylvania School for Blind Children	Other	Full Time Vision/Learning Support	1
Pathfinders Schools	Approved Private Schools	Full Time Autistic Support	1
The Children's Institute	Approved Private Schools	Full Time Multiple Handicap / Learning Support	1
Washington Park Elementary School	Neighboring School Districts	Full Time Autistic Support	2
D.T. Watson	Approved Private Schools	Full Time Autistic Support	1
Wesley Spectrum	Approved Private Schools	Full time Emotional Support	4
Laboratory School	Neighboring School Districts	Full-time Multi Handicapped classroom	1
Transitional Employment Consultants	Other	Multi-Disability	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2016

Reason for the proposed change: Anticipated case load for beginning of 2016-17 school year.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	1

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2016

Reason for the proposed change: Anticipated caseload for the start of the 2016-17 school year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	1	0.12
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	8	0.88

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2016

Reason for the proposed change: Anticipated caseload for the start of the 2016-17 school year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	11 to 13	6	0.86

		are operated					
Fort Cherry Elementary 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 13	1	0.14

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 13	8	0.5

Justification: This program position is the only emotional support teacher in the elementary building (K-6). While students come and go on an individual basis, the majority of the time, primary students and intermediate students are not in the same room at the same time. Parents are asked to sign an age-range waiver once it is determined that an age range of greater than 3 is determined within the classroom.

Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 13	8	0.5
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Justification: This program position is the only emotional support teacher in the elementary building (K-6). While students come and go on an individual basis, the majority of the time, primary students and intermediate students are not in the same room at the same time. Parents are asked to sign an age-range waiver once it is determined that an age range of greater than 3 is determined within the classroom.

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	6 to 12	70	0.78

		operated					
Justification: This program position (speech therapist) is the only person providing this service in the building. The students are grouped by age (and/or seen individually) and are never out of age range compliance							
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 18	20	0.22
Justification: This program position (speech therapist) is the only person providing this service in the building. The students are grouped by age (and/or seen individually) and are never out of age range compliance							

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Average square feet in regular classrooms:* 630 sq. ft.*Square footage of this classroom:* 630 sq. ft. (30 feet long x 21 feet wide)*Reason for the proposed change:* moving the support classroom into a larger sized classroom within the same hallway.*Present Class Location:* Room 114B*Proposed Class Location:* 123*Length of time class has been in present location:* 10+ yrs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	5	0.62
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	3	0.38

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 2, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School	A building in which General	Itinerant	Learning Support	13 to 15	10	0.63

	Building	Education programs are operated					
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	6	0.37

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	8	0.62
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.38

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	5	0.71
Fort Cherry Jr/Sr High School	A Junior/Senior	A building in which	Supplemental (Less Than	Learning Support	15 to 18	2	0.27

	High School Building	General Education programs are operated	80% but More Than 20%)				
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Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Average square feet in regular classrooms:* 630 sq. ft.*Square footage of this classroom:* 651 sq. ft. (31 feet long x 21 feet wide)*Reason for the proposed change:* The Life Skills Classroom will be moving to a slightly bigger room. This room is equipped with materials / appliances from former family and consumer science (home ec) program and will now be utilized by the students receiving life skills instruction.*Present Class Location:* Room 217*Proposed Class Location:* 155*Length of time class has been in present location:* 2 yrs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	6	1

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 16	13	0.76
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	4	0.24

		operated					
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Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	4	0.5
Fort Cherry Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	4	0.5

Program Position #13*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 9	3	0.01
Justification: This itinerant teacher sees 3 students within the district on an individual basis. This is the only deaf and hearing teacher for the district.							

Program Position #14*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2016*Reason for the proposed change:* Anticipated caseload for the start of the 2016-17 school year**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 13	1	0.08
Fort Cherry School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 11	2	0.08

Justification: This is the only Vision teacher for the district.

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 22, 2016

Average square feet in regular classrooms: 930 sq. ft.

Square footage of this classroom: 418 sq. ft. (22 feet long x 19 feet wide)

Reason for the proposed change: Anticipated caseload for the start of the 2016-17 school year

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Fort Cherry Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	7	0.39
Fort Cherry Elementary Center	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 11	11	0.61

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	Fort Cherry School District	1
Paraprofessional	Fort Cherry Elementary Center	4.75
Paraprofessional	Fort Cherry Jr/Sr High School	2.5
School Guidance Counselor	Fort Cherry Elementary Center	1
School Guidance Counselor	Fort Cherry Jr/Sr High School	2
Transition Coordinator	Fort Cherry Jr/Sr High School	0.1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologist	Intermediate Unit	5 Days
Social Worker	Intermediate Unit	5 Days
Regional Social Worker	Intermediate Unit	2 Days
Occupational Therapist	Intermediate Unit	3 Days
Physical Therapist	Intermediate Unit	7 Hours
Psychiatrist	Intermediate Unit	30 Minutes
Supervisor	Intermediate Unit	2 Hours
Paraprofessional - ES	Intermediate Unit	5 Days
Paraprofessional - ES	Intermediate Unit	5 Days
Paraprofessional - AS	Intermediate Unit	5 Days
Vision Teacher	Intermediate Unit	30 Minutes
Hearing Teacher	Intermediate Unit	7.5 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:

The following patterns were identified upon review of school level accomplishments and systemic challenges follows.

School Level Accomplishment

- Student growth has been consistent in reading and math at various levels in each school.
- Attendance rates have been consistent with an increased focus on tardies and unexcused absences.
- Increase in number of students choosing to take AP courses and gaining proficient rating scores.
- All students who do not meet proficiency standards on the PSSA and Keystone Exams are receiving interventions through designated remediation/reteaching times throughout the school day.

Systemic Challenges

- Increasing needs of our student population--students identified as needing specially designed instruction is above the state average.
- Differentiated instruction needs to be a common theme for all classrooms system-wide in order to meet the changing needs of our population.
- All data must be reviewed on an ongoing basis to ensure alignment with curricular implementation and instructional execution.

Our administrative team, along with teacher data teams, are consistently monitoring information, data, and results of our students, buildings, and district. Our educational team is continually looking for ways to improve the instruction, the opportunities, and the abilities of our students.

District Accomplishments

Accomplishment #1:

The Fort Cherry School District has successfully continued to increase opportunities, provide advanced programming, and perform facility upgrades on a conservative budget.

Accomplishment #2:

The Fort Cherry School has made technological innovation a priority. The District has focused on increasing technology opportunities: 1:1 in grades 7-12; all classrooms have projectors and smart/promethean boards; and all students have some access and utilization of technology each and every day within the school realm. Our curriculum incorporates a K-8 STEM curriculum including outside learning lab with weather station and solar energy integration; digital game design course sequencing; computational thinking including advanced computer programming; and design process development including courses of entrepreneurship and fabrication engineering.

Accomplishment #3:

Students have access to a variety of academic programming, beyond the core content areas, throughout the K-12 program in the Fort Cherry School District: including Olweus Bullying Prevention, DARE, Skills for Adolescents, Health/Nutrition, Instrumental/Vocal Music, Arts and Theater, STEM/STEAM, Robotics and Engineering, Computational Thinking, Agricultural Science/Future Farmers of America, Dual Enrollment/Advanced Placement/College in the High School, just to name a few.

Accomplishment #4:

The number of college-level courses, including Advanced Placement and College in High School courses, has increased, providing more students with opportunities to participate in higher level content courses. In addition, the number of student taking and successfully passing the placement exams have increased over the past few years. In addition, the number of students successfully completing the NOCTI in the Agricultural Science program continues to increase as well.

Accomplishment #5:

Communication between home and school has increased through developing a primary focus on building continual and time sensitive connections between school personnel and our educational community.

District Concerns

Concern #1:

The Fort Cherry School District is working with an extremely tight budget. Looking at future projections, the District's revenue is not to change. Therefore, the need to investigate alternative revenue options and/or new funding sources is key.

Concern #2:

With the increasing needs of our student body, it is imperative for all classroom instruction to include differentiated instruction, continual benchmarking, multiple teaching strategies, and various means for interventions and/or remediation.

Concern #3:

With the recent changes to PSSA, meaning the transition to PA Common Core standards, the scores for grades 3-8 have decreased (significantly in specific areas, specific grade levels).

Concern #4:

There is a need to insure that all students who do not meet proficiency standards on the PSSA and Keystone Exams receive appropriate and adequate interventions before moving on or retaking the exam.

Concern #5:

In working to create Career Pathway Plans for our entire student body, a need to focus on students who are not college bound and interested in entering the workforce and/or on-job training is paramount.

Prioritized Systemic Challenges

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

Aligned Concerns:

With the recent changes to PSSA, meaning the transition to PA Common Core standards, the scores for grades 3-8 have decreased (significantly in specific areas, specific grade levels).

There is a need to insure that all students who do not meet proficiency standards on the PSSA and Keystone Exams receive appropriate and adequate interventions before moving on or retaking the exam.

With the increasing needs of our student body, it is imperative for all classroom instruction to include differentiated instruction, continual benchmarking, multiple teaching strategies, and various means for interventions and/or remediation.

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Mapping using Understanding by Design Framework (UBD)

Specific Targets: All content area curriculums will be mapped using UBD framework (course overviews, unit plans, assessment tools, and accomodation suggestions) by August 2017. In utilizing UBD framework, all unit plan outlines will reflect PA common core standards, eligible content, and assessment anchors. Curriculum maps will be electronically housed in our OnHands Digital Warehouse, as well as located on District Website.

Type: Interim

Data Source: Classroom Evaluations (formal and informal observations) per Teacher Effectiveness Model

Specific Targets: All classroom evaluations will be rated on specific focal points related to the implementation of the standard aligned curriculum; execution of developmentally appropriate instructional strategies, techniques, and practices; implementation of differentiated instructional programming; and integrated technology utilization.

Type: Annual

Data Source: Student Performance on Standardized Assessments (PSSA/Terra Nova/EdInsight)

Specific Targets: The student achievement district-wide will reflect the mastery of Fort Cherry standard aligned curriculum by demonstrating an increase of at least 3 percentage points yearly on PSSA/Keystones in grades 3-11 from 2016-2020.

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction provides teachers the opportunity to modify the curricular content, the instructional process, and/or the desired outcome to meet the learning needs of the individual child.

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

Personalized learning goals through adaptive learning programs

Description:

This strategy allows teachers to create individual learning goals through embedding, adapting, and continuously assessing student progress (using adaptive learning programs) to gain real time data for the teacher and instant feedback for the student. District will be utilizing Modern Teacher Framework (www.modernteacher.com).

SAS Alignment: None selected

Curriculum Mapping

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://webserver3.ascd.org/handbook/demo/mapping2.html>
 Resource:<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

District will be utilizing Modern Teacher Framework
 (www.modernteacher.com).

SAS Alignment: Standards, Materials & Resources

Using Student Achievement Data to Support Instructional Decision Making - Article

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)
 Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Monthly Data Team Meetings

Description:

Conduct monthly data team meetings that have a specific focus and products to discuss and share at the meeting. Resource: The Leadership and Learning Center, www.leadandlearn.com

SAS Alignment: Assessment, Instruction

Modern Teacher Framework

Description:

The District will partner with Modern Teacher by utilizing the research based framework to build, develop, and execute a system of "Digital Convergence." The Digital Convergence Framework will

assist in framing a holistic intersection of five core systemic drivers (Leadership, Instructional Models, Modern Curriculum, Digital Ecosystem, and Professional Learning) to redesign the existing infrastructure and resources to support and execute the District's vision in creating modern learning environments for our students.

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

Implementation Steps:

Curriculum Mapping for all Content Areas through Understanding by Design (UBD) Framework

Description:

The Superintendent and Principals, along with several lead teachers will attend trainings related to Understanding by Design curricular mapping. From there, the Building Principals will work internally with the lead teachers and content area faculty teams to revise, construct, and update their content area curriculum using the UBD framework. All frameworks will be aligned to PA Common Core Standards and will include course overviews, unit plans, assessment tools, and accommodation plans. The Superintendent will review the finished frameworks with each academic department or grade level to ensure all standards are covered, accommodation for differentiated instruction are outlined, and identified assessment tools are appropriate.

Start Date: 8/25/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Curriculum Mapping
- Modern Teacher Framework

Classroom Observations and Walkthroughs using Teacher Effectiveness--Danielson Model

Description:

Building Principal will be conducting annual observations and weekly walkthroughs of all faculty and staff. As part of the evaluation process, principals will be looking for the following key focus points:

1. Writing activities in all content areas
2. Differentiated learning models to modify instruction for all learning levels and/or needs
3. Instructional decisions are based on data analysis and interpretation

Start Date: 8/22/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Differentiated Instruction
- Personalized learning goals through adaptive learning programs
- Curriculum Mapping
- Using Student Achievement Data to Support Instructional Decision Making - Article
- Monthly Data Team Meetings
- Modern Teacher Framework

*Daily Intervention Instruction***Description:**

The Elementary Center will continue to offer daily intervention instruction to all students. The designated time is called AIRE--stands for **A**cceleration, **I**ntervention, **R**emediation, and **E**nrichment. To implement AIRE at the Elementary Center, students are benchmarked by content skills and then are assigned to small group instruction settings with various building level teachers. This is an intervention strategy which is anticipated to assist with student over all achievement and growth, particularly in relation to standardized testing (PSSA, Terra Nova, and EdInsight).

Start Date: 8/28/2017 **End Date:** 6/4/2021

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

Supported Strategies:

- Differentiated Instruction
- Personalized learning goals through adaptive learning programs
- Curriculum Mapping
- Using Student Achievement Data to Support Instructional Decision Making - Article
- Monthly Data Team Meetings
- Modern Teacher Framework

*Child Study Meetings***Description:**

The Building Principal, along with the guidance counselor, will conduct child study meetings to identify, goal set, and track the at-risk population at the Elementary Center. The changing population in the Fort Cherry School District, an increased awareness is paramount in identifying students with need. The needs may be academic, behavioral, development, social, emotional, health/wellness, environmental, or the like. This process of conducting child study meetings on individual children will assist in the process of identification, intervention, and evaluation. Child study teams will consist of principal, guidance counselor, teachers, parents/guardians, specialist, outside agency representatives, and anyone as needed.

Start Date: 8/28/2017 **End Date:** 6/4/2021

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

Supported Strategies:

- Differentiated Instruction
- Personalized learning goals through adaptive learning programs
- Using Student Achievement Data to Support Instructional Decision Making - Article
- Monthly Data Team Meetings
- Modern Teacher Framework

*Modern Teacher Partnership***Description:**

The Modern Teacher Partnership will be a three to five year collaboration of strategic leadership to influence the systems of leadership, instruction, curriculum, professional learning, and digital ecosystem.

Start Date: 8/22/2017 **End Date:** 6/30/2023

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

Supported Strategies:

- Differentiated Instruction
- Personalized learning goals through adaptive learning programs
- Curriculum Mapping
- Using Student Achievement Data to Support Instructional Decision Making - Article
- Monthly Data Team Meetings
- Modern Teacher Framework

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Fort Cherry SD.

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer