Monday, July 28, 2014

Muncy SD
Portia Evans Brandt
206 Sherman St
Muncy, PA 17756

Greetings Superintendent Evans Brandt:

Please be advised that the district level plan for Muncy SD has been accepted by the Pennsylvania Department of Education for implementation during the July 1, 2015 to June 30, 2018 cycle. The Department is available to assist you in the implementation of your plan. The indicators of implementation and effectiveness should be used to monitor the progress of the execution of your action plans throughout this cycle.

This letter confirms that the Muncy SD district level plan meets the Chapter 4, 12, 16, and 49 requirements.

In addition, if you indicated that Muncy SD will be receiving E-Rate discounts/reimbursements for Priority 2 services, your district level plan has been reviewed and found compliant with the following requirements set forth by the Schools and Libraries division of USAC:

- Clear goals and a realistic strategy for using telecommunications and information technology to improve education services
- A professional development strategy to ensure that staff knows how to use these new technologies to improve education services.
- An assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.
- An evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities and they arise.

Please note: although your district level plan adequately addresses the required technology elements, reviewers/approvers have not compared the actions described in your district level plan to any technology grants or to E-rate applications for Muncy SD. You are responsible for ensuring that your plan is complete and aligned to any program requiring an approved technology plan. Be advised, program administrators and auditors may request a copy of your district level plan to assess the educational technology components' correlation to your funding application.

As a Phase 3 LEA, the next due date for the district level plan is 11/30/2017. Please contact Lisa Feil (lfeil@iu17.org) or Cori Cotner (ccotner@iu17.org) at BLaST IU 17 regarding any questions that may arise regarding the implementation and/or modification of the district level plan. We look forward to working with you. Should you have questions or concerns related to Comprehensive Planning, please contact the Division of Planning at 717-346-8048.

Sincerely yours,

Bob Staver | Chief
Division of Planning
Bureau of Teaching and Learning
Pennsylvania Department of Education
333 Market Street, 3rd Floor
Harrisburg, Pa 17126-0333
(717) 783-6583
rstaver@pa.gov

Muncy SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

206 Sherman St
Muncy, PA 17756
(570)546-3125
Superintendent: Portia Evans Brandt
Director of Special Education: Michele Williamson

Planning Process

The comprehensive planning process for the Muncy School District was guided by a Professional Planning Team composed of members representing various "stakeholders" in the education of the children. The committee included school directors, administrators, teachers, support staff, students, and parents. The Planning Team was involved in developing and guiding the overall mission of the plan in terms of revisiting and refining the mission and goals of the Muncy School District. Team members participated in a "data walk" to examine perception, contextual, disciplinary, demographic, and achievement data in order to identify the strengths and challenges of the district. Priorities established by the K-12 staff was shared with the Planning Team and used as a part of the goal development. Team and staff reflections were used in establishing action plan activities. Subsequent subcommittees developed action plans with accompanying goals, strategies, and timelines for implementation. The Planning Team was organized in October of 2013, with analysis of the data beginning in November of 2013.

Many members of the school district and community also served on Action Planning Teams to develop specific plans to address the priority goals/strategies formulated by the District Comprehensive Planning Team. Action Planning Teams were organized in January of 2014. Membership on each team ranged from 3 to 8 representatives from various school district constituencies. Each team was facilitated by leaders who have received experience in group facilitation, data gathering techniques and analyzes, and action plan development. The Professional Planning Team was approved by the teachers and school Board to create and prepare the professional development report as part of the comprehensive planning process.

Administrators, School Board members, and teachers who served on the Planning Team were chosen by their respective peers. Board members were assigned at School Board meetings and additional teachers volunteered their service. Teacher and Educational Specialist members of the District Continuing Professional Education (Act 48) Committee were approved by the Muncy Education Association and the Muncy School Board of Directors. In order to provide broad-based equitable representation on the Planning Team, members from parent groups, community organizations and local businesses were encouraged to participate and provide input. In most cases, volunteers participated on action teams based on their preferences or expertise in specific goal areas.

A "Task Timeline" that outlined the dates, activities, person(s) responsible, and resources needed for the development of the required components of the Comprehensive Plan was developed. The planning process timeline was shared with the Board of School Directors in January 2014. Following the

announcement of the timeline, teams met to review perception data and assessment data and developed action plans.

Throughout the process of developing action plans and subsequent to final completion, the progress of the plans were shared with K-12 professional staff. Building-level principals and other administrators reviewed the proposed activities and encourage input for forwarding to the Planning Team.

The professional development committee reviewed the completed action plans and examined additional needs assessment data gathered from surveys and created a plan for professional development that would support the successful completion of the action plans and help increase student academic growth and achievement.

At the Board meeting on June 17, 2014 it was announced that the completed Comprehensive Plan would be posted on the website on June 18th for public review and comment and would be recommended for final approval at the Board meeting on July 21, 2014. On June 18, 2014 the completed plan was delivered to the Muncy public library by the district superintendent and was posted on the district website.

Mission Statement

Respecting individual worth, the Muncy School District will develop in each individual the knowledge, skills, and attitudes to become a lifelong learner, a positive contributor to society, and a successful competitor in the global marketplace, by providing a continuum of quality, creative educational experiences, through a partnership of dedicated personnel, supportive families, and a growing, progressive community rich in tradition.

Vision Statement

Bridging The Past with the Future to Succeed in an Ever Changing World

Shared Values

We believe that:

·	Learning is a lifelong process influenced by life's experiences.

·	Each individual has unlimited potential.

·	All individuals have equal inherent worth and dignity.

·	Individuals learn in different ways and at different rates.

·	Personal responsibility and accountability are essential for the well-being of society.

·	Positive role models are essential to an individual's attitude toward life.

·   High expectations yield high results.

·   The family is the foundation for the development of the child.

·   A supportive partnership of family, school and community benefits all.

·   Education is the community's investment in society's future.

.   A safe and secure environment is essential.

Educational Community

LOCATION

The Muncy School District is located on the west branch of the Susquehanna River in the north central part of Pennsylvania about 12 miles east of Williamsport. Nestled in the picturesque Susquehanna Valley, the area is noted for its outdoor recreational activities and splendid scenery. The area is rural, consisting of quiet residential areas, farmland, and a few industrial complexes. However, it is situated on a major north-south corridor just north of Interstate 80 allowing residents easy access to New York City, Philadelphia, Baltimore, and Washington, DC. The borough of Muncy has a library, historical museum and theater. Seven colleges and universities located in the immediate area offer a wealth of educational and cultural opportunities to local residents.

DEMOGRAPHICS

The Muncy School District serves students living in Muncy Borough, Muncy Township and Muncy Creek Township , all located in Lycoming County. The most recent census indicated a population of just over 7,000 in the area. The majority (98%) of its residents self-identified as white in the census. Of the adults over 25 living in the area, the majority (65%) are high school graduates, with most of the remainder having had at least some college education. In addition to farming, many residents of the area are employed in one of the local industries (including Andritz, Young Industries, Keystone Filler and Manufacturing Co., Natural Gas, and Kellogg's), at the nearby Lycoming County Mall, at one of several medical centers in the immediate area, at one of the colleges or universities, or at one of the federal or state correctional facilities located within easy commuting distance. A small percentage of families (approximately 8%) live under the federal poverty level.

HISTORY

The area has a long history, with the first recorded European settlements occurring around 1776. Muncy proper boasts an extraordinary mix of period architecture: Gothic, Federal, Colonial, Victorian, and Quaker styles, prompting the local Chamber of Commerce to adopt the motto: "Older than Yesterday — Younger than Tomorrow." The school district also has a long history. The first school board of directors was formed in 1834. No less than 20 borough schools, private seminaries, and academies were located in the region in the twenty years until 1855 when the first high school officially opened. The present high school building was completed in 1932 and served children in grades 1 through 12. The Muncy Elementary School opened in 1957.

FACILITIES

Since that time, there have been building additions, renovations, and careful maintenance of both the Muncy Junior Senior High and the Ward L. Myers Elementary School. Due to community sensitivity about the historical fieldstone facade of the high school building as well as several very old oak trees in the front of the building, renovations and additions have been carefully planned. The district's central office facilities are attached to the Jr-Sr High School facility at 206 Sherman Street.

In June 2004, a $10.9 million project was completed at the elementary school. A two story 18,884 sq. ft. addition was constructed containing a library media center, computer labs, regular and special education classrooms, reading support rooms, a conference/seminar room and office space. As part of the same project, the remainder of the building was reconfigured and completely renovated.

ENROLLMENT

The 2013-14 student population of the Muncy School District was 1016 students, 490 attending the Muncy Junior Senior High School in grades 7 through 12 and 530 kindergarten through sixth grade students at the Ward L. Myers Elementary School. For the most current school year, the high school graduation rate was 94%. The average number of students attending post-secondary education is more than 70%.

EDUCATIONAL PROGRAM

Elementary students receive daily instruction in the core subjects of reading, spelling, math, English, science and technology, and social studies. Weekly instruction in art, music, physical education, health and library is provided by certified specialists. Full day kindergarten is provided for all students.

The secondary program includes a core curriculum of English, social studies, science, math, and physical education/health/driver education. Depending upon the student's graduation goals, foreign language, business technology, and electives complete the student's program. The district belongs to the Lycoming Career and Technology Center (Lyco CTC) which offers students access to several vocational programs.

The district has a comprehensive assessment program that includes locally developed, state, and national assessments. At targeted grade levels, various assessments include the Stanford 10 Achievement Test, PSAT, SAT, ACT, PSSA,Keystone Examinations, Classroom Diagnostics (CDT), DIBELS, and Study Island Benchmark Assessments.

ADMINISTRATION AND GOVERNANCE

The Muncy District is operated by an administrative staff of six, including a Superintendent, Business Administrator, Director of Curriculum, Secondary Principal, Elementary Principal, and Coordinator of Special Education. Supervisory staff for school operations also include a Food Service Director, Athletic Director, Supervisor of Buildings and Grounds, and a Technology Specialist.

In addition to the six administrators, the district employs 83 certificated staff, about equally divided between the two schools, and over 70 non-certificated support staff.

The district's general fund budget for the current school year is slightly below $16 million. The district prides itself on operating in a fiscally prudent manner consistent with the instructional needs of the students and based on sound planning practices.

The district is governed by a nine member Board of Directors. Board members serve a four year term. They are elected by constituents in their area of residence with three board members representing each of the three residential areas served by the district. School board elections are held in odd numbered years, with five and four members' terms expiring in alternating elections.

Planning Committee

Name	Role
Connor McLaughlin	Student
Carla Auten	Board Member
Daryl Bixler	Secondary School Teacher - Regular Education
Casey Blair	Student
Dr. Portia Brandt	Administrator
Melissa Buck	Elementary School Teacher - Regular Education
Heather Diehl	Elementary School Teacher - Special Education
Marcie Fisher	Elementary School Teacher - Regular Education
Landa Frederick	Parent
Chris Frey	Ed Specialist - Instructional Technology
Chris Geiger	Elementary School Teacher - Regular Education
Wendy Griggs	Parent
Kelly Groover	Elementary School Teacher - Special Education
Adele Gygi	Ed Specialist - Instructional Technology
Steve Haddon	Elementary School Teacher - Regular Education
Kimberly Hamilton	Administrator
Tammie Hartland	Elementary School Teacher - Regular Education
Cathy Henry	Community Representative
Frank Jankowski	Administrator
Lauren Marziale	Elementary School Teacher - Regular Education
Matt McCrone	Middle School Teacher - Special Education
Scott McLean	Board Member
Bridget Murphy	Student
Joelyn Neidig	Community Representative
Brandon O'Connell	Student
Rae Pitchford	Elementary School Teacher - Regular Education
Linda Poulton	Business Representative
Kristine Rosario	Elementary School Teacher - Regular Education
Karen Shaffer	Middle School Teacher - Regular Education
Edie Shull	Secondary School Teacher - Regular Education
Mary Smith	Recorder
Chris Vicars	Secondary School Teacher - Special Education

Sharon Wagner	Middle School Teacher - Regular Education
Carol Walker	Business Representative
Tim Welliver	Administrator
Michele Williamson	Administrator
Bonnie Wisowaty	Elementary School Teacher - Regular Education
Heather Zimmerman	Secondary School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

All courses in the Muncy School District have either accomplished the mapping and alignment to the PA standards or are in the process of updating and developing components of the subject to reflect the most recent Chapter 4 changes or to include additional common core strategies. At the primary level, subject area curriculums have been aligned to the state standards and are also designed to develop early childhood literacy skills and address reading foundation standards. Assessments are designed to assess student progress toward proficiency in each area and they are directly aligned to measure student growth. In addition, assessments include elements needed to be successful on state assessments that are administered later in the elementary years. Subject areas are presented in an integrated manner. Many of the curricular areas that are not considered to

be part of the "core" are also integrated into reading, math, social studies, and science activities.

Elementary Education-Intermediate Level

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

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

All curriculum and assessments at Ward L. Myers have been mapped and/or aligned to the state standards and have been updated to reflect Pennsylvania Common Core. However, based on the needs of students, assessments are continually reviewed and designed to support the proficiency needs of the children.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common 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	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

All courses in the Muncy School District have either accomplished the mapping and alignment to the PA standards or are in the process of updating and developing components of the subject to reflect the most recent Chapter 4 changes or to include additional common core strategies.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common 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	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

All core courses offered in grades nine through twelve at Muncy Jr-Sr High School utilize curriculum and assessments that are mapped and/or aligned with state standards and Pennsylvania Common Core. They are reviewed annually and updated to reflect Chapter 4 changes or additions.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

A curriculum mapping process was implemented by the Director of Curriculum in 2003. Teams of teachers representing each of the primary grade levels met and compared their materials and lesson plan objectives to the state standards. Gaps and repetitions were identified and instructional goals and objectives adjusted to ensure all students were presented with a complete and comprehensive plan of study for each course. Every three years a course of study is reviewed for accuracy alignment and to incorporate changes to Chapter 4 regulations, early literacy standards, state standards, and Pennsylvania Common

Core. Although the district's curriculum review cycle outlines courses to be reviewed on a three year cycle, language arts, mathematics, science, and writing have been reviewed annually to address the state's additions and changes in state assessments and standards.

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

It has been a goal of the Muncy School District to incorporate all standards into the courses of study offered to all students. As Chapter 4 changes are made and as assessment anchors and standards are added, the staff meets as soon as possible to begin integrating them into instruction. For this reason, there are no standard areas needing improvement or that are non-existent.

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:

A curriculum mapping process was implemented by the Director of Curriculum in 2003. Teams of teachers representing each of the primary grade levels met and compared their materials and lesson plan objectives to the state standards. Gaps and repetitions were identified and instructional goals and objectives adjusted to ensure all students were presented with a complete and comprehensive plan of study for each course. Every three years a course of study is reviewed for accuracy alignment and to incorporate changes to Chapter 4 regulations, state standards, and Pennsylvania common core. Although the district's curriculum review cycle outlines courses to be reviewed on a three year cycle, language arts, mathematics, science, and writing have been reviewed annually to address the state's additions and changes in state assessments and standards.

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

It has been a goal of the Muncy School District to incorporate all standards into the courses of study offered to all students. As Chapter 4 changes are made and as assessment anchors and standards are added, the staff meets as soon as possible to begin integrating them into instruction. For this reason, there are no standard areas needing improvement or that are non-existent.

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:

A curriculum mapping process was implemented by the Director of Curriculum in 2003. Teams of teachers representing each of the primary grade levels met and compared their materials and lesson plan objectives to the state standards. Gaps and repetitions were identified and instructional goals and objectives adjusted to ensure all students were presented with a complete and comprehensive plan of study for each course. Every three years a course of study is reviewed for accuracy alignment and to incorporate changes to Chapter 4 regulations, state standards, and Pennsylvania common core. Although the district's curriculum review cycle outlines courses to be reviewed on a three year cycle, language arts, mathematics, science, and writing have been reviewed annually to address the state's additions and changes in state assessments and standards.

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

It has been a goal of the Muncy School District to incorporate all standards into the courses of study offered to all students. As Chapter 4 changes are made and as assessment anchors and standards are added, the staff meets as soon as possible to begin integrating them into instruction. For this reason, there are no standard areas needing improvement or that are non-existent.

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:

A curriculum mapping process was implemented by the Director of Curriculum in 2003. Teams of teachers representing each of the primary grade levels met and compared their materials and lesson plan objectives to the state standards. Gaps and repetitions were identified and instructional goals and objectives adjusted to ensure all students were presented with a complete and comprehensive plan of study for each course. Every three years a course of study is reviewed for accuracy alignment and to incorporate changes to Chapter 4 regulations, state standards, and Pennsylvania common core, and Keystone Assessment Anchors. Although the district's curriculum review cycle outlines courses to be reviewed on a three year cycle, language arts, mathematics, science, and writing have been reviewed annually to address the state's additions and changes in state assessments and standards.

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

As stated above, a curriculum mapping process is in place in the district. As a result of the process for mapping and for reviewing curricular areas on a 3-year cycle, the chance of having standards not addressed or in need of overall improvement, are reduced. However, in the event it was to occur, the standards in need of attention would be identified in the natural planning cycle.

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.

Many learning opportunities are offered to struggling students in the Muncy School District. The use of various assessments and locally developed measurements provide instructors with information concerning students at risk for not meeting academic standards. Students are provided differentiated learning activities created by classroom teachers. Other support and accommodations include the following programs.
Elementary Level

1.   Mentor and volunteer programs have been organized and designed to assist students in the elementary grades develop study skills and academic skills. The volunteers and mentors are from local businesses as well as community, staff and students. They provide daily structured tutoring and mentoring to students who need assistance in reading, writing, thinking, and study skills. Students are given the opportunity to improve skills using computer applications.

2.   Title I is a federally funded program that provides support for students in reading, math in the primary grades. Students who meet the targeted school requirement and receive parent permission can participate in extended day and extended term support services.

3.   An Instructional Support Team meets on a regular basis to plan support for students not demonstrating academic support and progress is monitored over a thirty-day period. The student typically receives the individual help on an individual basis with the intention of helping the student achieve success in the class.

Junior High Level

1. Extra math and reading instructional periods are scheduled for students in grad seven and eight who do not demonstrate proficiency as measured by PSSA and/or Classroom Diagnostic Testing.

2. After-school support from subject-area teachers occurs daily from 2:30-3:00 PM.

3. An alternatives program designed to meet the special needs of students who are unable to function effectively in the regular school environment. Teachers may refer a student to the principal for consideration in the program.

High School Level

1. Students that do not show proficiency on a Keystone Examination in the area of Literature, Biology, or Algebra are schedule into a specially designed remediation course to improve their skill level

2. An alternatives program designed to meet the special needs of students who are unable to function effectively in the regular school environment. Teachers may refer a student to the principal for consideration in the program.

District-Wide Special Education Services

The Muncy School District offers a full continuum of Special Education Services and has developed policies in accord with federal and state regulations and guidelines to insure the provision of a free appropriate public education to all school-age children, including those with disabilities. The District provides appropriate special education programs and related services, and early intervention programs that are provided at no cost to parents. Special Education is designed to meet the needs of each exceptional student including "specially designed instruction conducted in the classroom, home, community settings, hospitals, institutions or other settings. Instruction also is provided in skill areas such as physical education, speech and vocational education".

Early Intervention services are available to children who are at least three years of age, but less than the age for beginning school. There are procedures to identify children needing special education. Those procedures are "screening" and "evaluation". If a disability is suspected, teachers, other school personnel or parents may refer a child for screening or evaluation.Parents suspecting that a child may have a disability and need special education or early intervention services can request a screening or an evaluation by contacting the Coordinator of Special Education or the building principal. Screening of children "using immediately available data sources such as health records, cumulative records, enrollment records and report cards", is conducted for hearing, vision, motor skills, and speech and language. Screening may lead to intervention by the Instructional Support Team (IST), made up of the building principal, regular classroom teacher, support teacher and others as appropriate. The IST will communicate with the parents about the child's needs and the instructional support services that will meet those needs. Evaluations are conducted by a Multi-Disciplinary Team (MDT) to determine such things as the child's learning ability, behavior patterns, physical abilities and communication skills. The

team is made up of the parents, a teacher, school principal and school psychologist. The team may include a special education teacher, supervisor, speech therapist, counselor and other staff as necessary. Methods used in the evaluation are reviewed by the team to determine if special education services are needed. If special education placement is recommended, parents are part of the team that determines exceptionality and develops an Individual Education Program (IEP) for the child.

No evaluation may be conducted without written parental permission. Parents who do not consent to an evaluation may be asked to attend a conference with the teacher, principal, psychologist and possibly other special education staff. Muncy School District is required by law to keep records of all students receiving special education and early intervention services. As a child is reevaluated, information is added to his or her file. All records are confidential. Only school personnel are permitted to see the child's file. Anyone else must have written approval of the parent to see the file or to receive copies of information in the file.Parents can review the child's file and challenge the validity of any record or report, or challenge the maintenance of information on file. All records are reviewed every summer by school personnel, and those no longer needed to plan the child's education program are destroyed. However, parents are notified first and permitted to review or copy this information. Federal regulations give both natural parents access to their child's education records unless there is a court order, state statute or legally binding document prohibiting access. Detailed printed information about available special education services and programs and school district policies is available from all school districts upon request. Anyone interested should contact the Coordinator of Special Education or the building principal. Information and communications are in English, but will be provided in the native language or other mode of communication used by the parents, if appropriate.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review
- Administrators
- Building Supervisors
- Department Supervisors

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

In the 2012-13 school year, the district implemented an on-line lesson planner in which all professional staff were required to use. The application gave administrators the ability to view lesson plans in real time from all electronic devices they used during the observation and evaluation process. Prior to pre-conferencing and during the observation, the lesson's alignment with the district curriculum, PA standards, and common core standards was easily confirmed. In addition, the alignment of the lesson's content and assessments was seen and could be referred to during the post conference meeting.

In the fall of 2013 Muncy School District fully implemented a model that included the Pennsylvania Department of Education's requirements for evaluating teacher effectiveness. The Charlotte Danielson rubric

and forms published by PDE were introduced and explained to all professional staff. The process included a minimum of one announced and one unannounced observation per year for all professional staff. Walk-through criteria were established and used periodically for all staff throughout the school year.

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

Muncy School District's budget doesn't currently include salaries for Instructional coaches. Until such time that is able to occur, principals and supervisors use content experts from the local Intermediate Unit (BLaST IU #17) and universities to conduct on-site visits to provide professional development and coaching. As part of the induction process, all inductees are given the opportunity to arrange for a substitute teacher to cover their classes and their mentor's classes for the purpose of having peers visit during instruction to offer suggestions for improvement. This option is also available to any building level principal or supervisor as part of the evaluation process when it is determined to be of benefit to improving the quality of the educator's instruction.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Structured grouping was answered as less than 50% because Muncy School District's K-2 students are grouped heterogeneously in self-contained classrooms, except for students who have IEP's or have been identified for receiving Title I services in a target setting. Special education students and Title I students are all grouped within the same environment for reading instruction (at each grade level) to maximize service potential or to transfer services when necessary. The same structured grouping occurs for learning support students in the subject area of mathematics. The regular education students in the classroom in which special education students are placed are of multiple learning abilities.

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

scheduling and differentiated instruction are used to meet the needs of gifted students.	50% or more of district classrooms

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

This narrative is empty.

Recruitment

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

Currently, Muncy School District's staff is 100% highly qualified. To maintain educational excellence, staff members are involved in a variety of professional growth activities during the school year. Each educator is encouraged to participate in staff development during in-service days. Activities are designed to meet the needs of the district and of the individual staff, as indicated on professional development needs surveys. Instructional techniques to utilize technology and provide rigor and relevance in the classroom are a priority. In addition, the staff has ongoing training and support for providing standards-based instruction.The District follows state and federal guidelines for highly qualified teachers and instructional level I teachers participate in the district's Teacher Induction Program.
Each member of the administrative team is fully credentialed and engaged in continuous learning and professional development. Currently, two administrators have earned doctoral degrees. All educational administrators are evaluated based upon their progress and success in implementing and achieving established building and district goals.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	7.00	7.00	7.00	7.00	7.00	7.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	4.00	4.00	4.00	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00	4.00	4.00	4.00
Health	2.00	2.00	2.00	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00	3.00	3.00	3.00
Electives	4.00	4.00	4.00	4.00	4.00	4.00
Minimum % Grade Required for Credit	70.00	70.00	70.00	70.00	70.00	70.00

(Numerical Answer)						

2014 Graduation Specifics

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

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

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

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

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

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

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

- Students are allowed to test out of required courses.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

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

- Students are allowed to test out of required courses.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

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

- Students are allowed to test out of required courses.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

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

- Students are allowed to test out of required courses.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

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

- Students are allowed to test out of required courses.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

2017 and beyond Graduation Requirement Specifics

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

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

- Students are allowed to test out of required courses.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

American History, Civics/Government, or World History
- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Students are allowed to test out of required courses.

- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA, Study Island, Stanford 10, Keystone Examinations, local curriculum assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS, CDT, Study Island Benchmark,	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Local curriculum assessments, CDT, DIBELS, Study Island, Pearson SuccessNet, CARS	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT, Pearson Successmaker	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Teachers meet annually with the purpose of reviewing and aligning course activities to state and core standards and assessments. Groups of teachers, led by department chairs at the middle and high school level, and curricular grade-level representatives at the primary and intermediate levels facilitate groups of staff members to revise and create appropriate assessments. Copies of assessments are included with the on-line lesson planner which is required to be used by all professional staff members and are reviewed by building level principals and district level administrators. Departmental chairs and elementary curriculum representatives attend meetings and workshops with peers from the local IU and neighboring districts to compare and review the types of assessments and the appropriateness of them.

Development and Validation of Local Assessments

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

N/A

Collection and Dissemination

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

State and national test data (PSSA, Keystone, Stanford 10, DIBELS, PVAAS) are initially collected and distributed by the district administration followed by detailed review of individual student results by the professional staff in grade-level or course specific teams.

Building-level administrators meet with groups of teachers to plan how increased student achievement will occur.

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.

Students at all levels (primary, intermediate, middle, and high) not scoring proficient as measured by state or local assessments receive Tier 3 interventions such as additional instructional time in the appropriate subject (reading/math/science), Assessment scores are used for differentiating instruction, both for the individual student or whole-group instruction.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Beginning at the administrative level, appropriate instructional strategies are discussed as to their potential effectiveness and value to the students. Once a course of action is determined, building and district level administrators meet with teams of professional staff to determine their level of knowledge for the identified strategies. Professional development activities are designed to ensure all teachers are able to use the strategies with the students. Building-level administrators meet with the teams periodically each semester to determine the progress and mastery levels of the students based on the diagnostic assessments utilized at the grade level or subject area. During formal and informal classroom observations, administrators in the district check to see if instruction is being modified as to the diagnostic results and the plans proposed by the teams.

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

Although all of the strategies are utilized in the Muncy School District, they are revisited on a regular basis during administrative meetings. If any grade level or subject area team appears to need additional support in identifying and implementing strategies, the building level administrator schedules additional professional development to ensure the use of all appropriate strategies for all students.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	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				
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Pep rally about progress		X		

Provide brief explanation of the process for incorporating selected strategies.

Individual results are disseminated to parents using letters, e-mails, and discussed at parent conferences at all level of instruction, primary, intermediate, middle and high school. Summative results are shared at a public Board meeting annually during the fall months. Representatives from the local media attend and publish articles about the scores in the local newspaper.

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

Mass phone calls, email, etc, haven't been used for dissemination in the past, however, the district has purchased a system for automatic calling of district stakeholders. The possibility of using the system for sharing proficiency results is being considered for the future. Although budgetary concerns eliminated the practice of printing and sending the district's newsletter, it is still posted on the district website.

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.

Muncy School District is fortunate not to have any struggling schools, as defined by the Pennsylvania Department of Education. The support and dedication of all stakeholders, including teachers, support staff, administrators, parents, community, and school board members have been committed to providing the materials and facilities necessary to meet academic goals and benchmarks.

Classroom teachers will be encouraged to continue identifying and providing appropriate interventions to differentiate instruction for struggling students. In fact, increasing differentiation in classroom instruction is one of the district's strategies. Implementing effective instructional practices along with increased differentiated instruction has been shown to help more students reach proficiency targets.

The district will continue to offer other support service for students. These include but aren't limited to after-school homework assistance, summer school programs, extended day services, extended school year, and technology-based on-line remedial and practice applications.

Muncy School District plans to continue providing Title I services to students in the primary grades to assist all students in becoming successful readers and to provide learning support in grades K-12.

Programs, Strategies and Actions

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

Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

Currently the Muncy School District is unable to budget for a school resource officer. The building level principal and staff have been trained to be alert to dangerous situations and coordinate with local drug enforcement and law agencies as necessary.

Identifying and Programming for Gifted Students

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

The elementary guidance counselor distributes gifted referral materials to teachers every spring. Teachers rate potential gifted students on intellectual ability, academic skills, creativity, leadership, and artistic talent. The guidance counselor then administers an assessment to the referred students to determine their non-verbal ability. These two assessments determine the need for additional screening and evaluation.
Parents may refer their child for evaluation at any time.
We must have parent consent before we can begin a formal evaluation. The school district will form a gifted multidisciplinary team (GMDE) to conduct the evaluation. Evaluation consists of multiple criteria that include but are not limited to:

- intelligence test administered by the School Psychologist

- teacher referral

- pre-screening data

- parent information

- classroom observations

- achievement test scores

- high level thinking skills

- academic creativity

- demonstrated achievement, performance, or expertise

Once the evaluation has been completed, the team will generate a report that includes data, findings, and recommendations about the student. Each parent becomes a member of the team and is invited to meetings to provide information that will be considered by the team as part of the evaluation process with respect to identification and evaluation of the child. The GMDE team prepares recommendations regarding the child's educational program and

determines whether the child is eligible for special education. This information is outlined in a Comprehensive Evaluation Report (CER) and given to the Individualized Education Program (IEP) team. If it is determined the child is gifted, a GIEP will be developed at the meeting.

The purpose of gifted education is to develop and promote creative and critical thinking ability, in-depth research skills, problem solving skills and self-evaluation. It is also designed to:

- Provide specially designed instruction in the instructional setting: to place learning responsibility on the student, use a variety of teaching techniques, encourage group problem solving and inquiry activities, and provide for independent learning

- Make enrichment options available

- Provide opportunities for accelerated work

- Provide interdisciplinary learning experiences

- Incorporate philosophical reasoning into several content areas

- Promote writing across the curriculum

- Encourage independent learning

- Incorporate authentic assessment of student performance, such as writing portfolios, problem solving, project evaluations, written and oral examinations

Activities that reflect the current curriculum in the classroom are differentiated to meet gifted students' needs. Activities can be differentiated through the content, the process, or the product students complete to show their understanding of the material. At the Jr./Sr. High School, students who are identified as Gifted have the opportunity to take Advanced Placement Courses. Muncy School District currently offers six different courses.

A student may be exempted from a planned course by successfully completing an assessment of the student outcomes of the course. In order to qualify for exemption, a student must have maintained an average of 95% or above in prior courses in the academic discipline. To be exempted from the course, a student must score at least 90% on the teacher-developed assessment or an equivalent score on a standardized assessment normed at the next higher grade level.

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				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Three counselors are employed by the Muncy School District to provide services for students in grades K-12. At all levels the counselors have developed specialized curriculums and programs that include education to all students in the areas of bullying prevention, career development and planning, emotional, and academic counseling. The counselors monitor subject and grade-level grades assigned and posted by teachers and individually talk with students who are failing or struggling. Recommendations for improving their academic success are made.
Bullying policies have been Board approved and posted in handbooks and on the district website to encourage understanding and compliance by all. The counselors coordinate activities at all grade levels to assist students considering career possibilities. Group discussions occur at the primary level and the intermediate and junior high level the students attend presentations and are introduced to community and business leaders that explain their roles and job responsibilities. At the high school level, every year the students complete a career-related assignment to help guide them in selecting a post-graduate pathway.
The school also provides a 24-hour, 7-day per week hotline (Security Voice) that any student in the district can call and discuss issues with a counselor. If the counselor employed by Security Voice recognizes a severe threat, the building level principal is contacted immediately.
The district utilizes a school nurse and health assistant to provide information about health and wellness to all students. This is done in conjunction will classroom teacher. At the elementary levels, health is integrated into several areas of study and occurs formally at the junior high and senior high levels. Screenings for dental, vision, hearing, and other basic health concerns are conducted. Proper nutrition is emphasized and the district has supported the inclusion of only sugar-free drinks in vending machines and healthy snack options during the school day.
Because the district has only two buildings, an elementary and a jr-sr high school, transitions between buildings occur between sixth and seventh-grade. A formal program provides the students with an opportunity to visit their new school and to meet and talk with the teachers and building principal. The junior high counselor visits the sixth-grade

class and explains the schedule and courses that are offered. Between eighth and ninth-grade, the high school counselor explains the graduation requirements and importance of selecting a path of study that will provide the credit and coursework necessary to pursue and be successful in the career of their choice.

Although Ward L. Myers Elementary does not officially utilize a RtII model during a portion of the school day or week, all of the principles set forth in a RtII system are met within the professional expectations set forth by the school district administration for its professional employees in classrooms. All students partake in standardized assessments periodically throughout the school year in an effort to identify student-specific progress and overall development. These multiple measures of valid data are analyzed for information relating to maximizing student learning potential within the grade level curriculum expectations. Teachers at Ward L. Myers Elementary School are expected to utilize non-biased data to drive instructional decisions and ultimately student attainment of knowledge, which happens to be the foundation for RtII.

Services are similar at the junior and senior high school levels. Interventions and programs for extended day support or technology-based curriculums are considered and assigned to support the child. At the 7th and 9th grade level include the following:

1.   Study Skills Meetings held weekly by the Principal, teacher, counselors, and social work to monitor both academics and social issue students are facing.

2.   Homework Club held after school Monday through Thursday.

3.   After school tutoring hours by all teachers on a weekly basis.

Related Board Policies include:

Board Policy 113.2 Behavior Support
Board Policy 236 Student Assistance Program
Board Policy 248- Unlawful Harassment
Board Policy 249- Bullying/Cyberbullying
Board Policy 705- Safety- 805 Emergency Preparedness
Board Policies 709- Building Security

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X

Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

As stated previously, teams of staff members at all levels in the elementary and jr-sr high school meet regularly to discuss any type of obstacle that is preventing a child from being successful at school. Instructional support teams review data to determine the appropriate modifications and accommodations to identified students and discuss the effectiveness of the recommendations. The teams work directly with the Special Education Supervisor to determine if consideration of placement into learning support classes may be appropriate. When behavior, health, or drug concerns are beyond what can be appropriately addressed at the school level, outsource agencies are contacted. Parents and guardians are actively involved in any placement for group treatment or counseling.
Additionally, Ward L. Myers Elementary School is structured so teachers within a grade level have common planning time. This enables teachers to successfully plan, during the school day, for instructional activities which target student-specific needs. Staff responsible for providing support services and/or interventions to students in need are afforded opportunities within the school day (common planning time) as well as professional development opportunities (sponsored in and out of district) in an effort to increase the professional dialogue related to instruction. Ward L. Myers Elementary recognizes the need for strong collaboration amongst its educators looking to provide the most meaningful services possible to its learners.

Consultation and Coordination Services

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

System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

At the elementary (K-2 and 3-6) a formal alternative education program is not provided. However, a school-wide behavior support team, in conjunction with out-reach counselors, recommend and provide assistance to teachers and parents. The same services are available at the junior and senior high levels.

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

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

At the elementary level and high school, a team of teachers, the guidance counselor, and the building level administrator meet regularly to discuss referrals of students who have exhibited behavior or academic difficulties. At the elementary level it is the SWIBS team and at the jr-sr high school it is the MAPS team. Both teams examine the issues presented and review the programs that the district and out-reach services provide that may offer support and relief to the identified child. Communication to the parent and classroom teacher is done in a variety of ways. Depending upon the identified intervention, face-to-face meetings, letters, and phone calls are utilized to share the recommendations of the support team.

Community Coordination

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

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

The district coordinates with the child care and after school programs located within the boundaries to identify students who can be dropped off or picked up at the facility in lieu of their residence. Kindergarten teachers, the elementary principal, and the special education supervisor meet with the same agencies to identify any special needs of children that should be addressed prior to entering school.
Kindergarten screenings are provided each spring. Feedback is provided to every parent in regards to the readiness of his/her child.

In August, just prior to the start of the school year, kindergarten teachers in the district make contact with each incoming student's family. A home visit is scheduled and a team composed of a teacher and administrator visit the homes and explain what the children will need to be successful in school. Each child is given picture books and an assignment to complete in order to transition to school on the first day.

Preschool Agency Coordination

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

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

The special education supervisor coordinates early intervention transition in conjunction with the intermediate unit and any additional agencies that have information that is valuable for the district to learn. Parents, IU staff, and district staff are invited to attend the meeting. If appropriate, a student may also be included.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

A minimum of once per semester the Director of Curriculum and Elementary Principal meet with primary level staff members to discuss changes or updates to core curriculums that occurred due to recommendations from the Muncy School District's annual review of the

written and adopted district curriculum or changes from the department of education that may include new curricular requirements or assessment modifications such as the addition of Keystone Examinations or PSSA regulations. Student academic data is shared with a purpose being to identify materials and methods for increasing the percentage of students proficient in all curricular areas, with added emphasis in core subject areas.

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

NA

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

A minimum of once per semester the Director of Curriculum and Elementary Principal meet with primary level staff members to discuss changes or updates to core curriculums that occurred due to recommendations from the Muncy School District's annual review of the written and adopted district curriculum or changes from the department of education that may include new curricular requirements or assessment modifications such as the addition of Keystone Examinations or PSSA regulations. Student academic data is shared with a purpose being to identify materials and methods for increasing the percentage of students proficient in all curricular areas, with added emphasis in core subject areas.

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

NA

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

A minimum of once per semester the Director of Curriculum and Elementary Principal meet with primary level staff members to discuss changes or updates to core curriculums that occurred due to recommendations from the Muncy School District's annual review of the written and adopted district curriculum or changes from the department of education that may include new curricular requirements or assessment modifications such as the addition of Keystone Examinations or PSSA regulations. Student academic data is shared with a purpose being to identify materials and methods for increasing the percentage of students proficient in all curricular areas, with added emphasis in core subject areas.

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

NA

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

A minimum of once per semester the Director of Curriculum and Elementary Principal meet with primary level staff members to discuss changes or updates to core curriculums that occurred due to recommendations from the Muncy School District's annual review of the written and adopted district curriculum or changes from the department of education that may include new curricular requirements or assessment modifications such as the addition of Keystone Examinations or PSSA regulations. Student academic data is shared with a purpose being to identify materials and methods for increasing the percentage of students proficient in all curricular areas, with added emphasis in core subject areas and Keystone Examination tested subjects.

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

NA

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation

English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Full Implementation

Further explanation for columns selected "

NA

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Not answered
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
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

Further explanation for columns selected "

NA

Middle Level

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

Further explanation for columns selected "

NA

High School Level

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

	Implemented in 50% or more of district classrooms
Interpersonal Skills	
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

NA

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

Muncy School District has two buildings – an elementary school and a jr-sr high school that includes the district administrative offices. The buildings are connected by 10gb fiber and 100mbps Internet capability. This infrastructure hosts the data services at gigabit speed. Other features include wireless 450 mbps 3X3 antennas and SAN data storage. the data storage is shared between two physical server and 26 virtual servers. This allows for one server to be under maintenance and the 26 virtual servers to all be functionable. The servers are virtualized using vmeare. One server has been reserved for specific tasks such as printing, active directory, file server. Then main telecommunications equipment and server units are housed at the jr-sr high building with a backup at the elementary school. Capabilities include file storage, authentication, student management records, and backup. Since the last strategic plan, the budget at Muncy School District has been minimal due to the rising costs of health care and retirement benefits. The goal has been to maintain the infrastructure, hardware, and software applications necessary to use technology to support basic communication and enhance the instructional process. Grant funding made it possible to purchase tablets for a limited number of staff and students. Interactive boards were purchased for every elementary classroom and several sets of individual response units were purchased for use in intermediate level to high school level mathematics classrooms.To monitor web usage, *iBoss* is on all machines used by students and district employees.
The district doesn't have a disaster recovery site. However, planning for a recovery location is underway.
Several web applications have been added. They include *SuccessMaker* and numerous textbook linked sites that allow technology to be integrated into lesson planning and also provide user-friendly reporting to demonstrate the academic progress of students. An additional lab was added at the Muncy Jr-Sr High School for the sole purpose of allowing

more students to use the Classroom Diagnostic Tests (CDT) provided from the Pennsylvania Department of Education.

In the winter of 2014, a survey was conducted of the students and staff in the Muncy School District. The survey investigated several technology areas, including curriculum, infrastructure at home and school, curriculum, professional development, support, supervisory, and 21st century learning. The survey responses were reported as, "Beginning, Emerging, Proficient, Advanced, and Exemplary." In the areas investigated, the following were the school reports :

Curriculum

Foundational Skills - Advanced

Online Skills - Advanced

Multimedia Skills - Advanced

Beliefs - Advanced

Infrastructure at Home

Staff has access to internet at home - Exemplary

Staff has access to a technology device at home - Exemplary

Students have access to internet at home - Exemplary

Students have access to a technology device at home - Exemplary

Infrastructure at School

Ward L. Myers Elementary School

Staff has access at school – Exemplary

Students have access at school - Advanced

Muncy Jr-Sr High School

Staff has access at school – Exemplary

Students have access at school - Exemplary

Professional Development

Ward L. Myers Elementary School

Foundational Skills - Advanced

Online Skills - Proficient

Multimedia Skills - Proficient

Beliefs - Advanced

Muncy Jr-Sr High School

Foundational Skills - Advanced

Online Skills - Proficient

Multimedia Skills - Proficient

Beliefs - Advanced
<u>Support</u>

Ward L. Myers Elementary School

Speed of support - Proficient

Quality of support - Advanced

Computer quality - Proficient

Muncy Jr-Sr High School

Speed of support - Advanced

Quality of support - Advanced

Computer quality - Proficient
<u>Supervisory</u>

Ward L. Myers Elementary School

Technology use is rewarded - Beginning

Technology use in observations - Advanced

Technology use in meetings - Proficient

Muncy Jr-Sr High School

Technology use is rewarded - Beginning

Technology use in observations - Proficient

Technology use in meetings – Beginning
<u>21st Century Learning</u>

Ward L. Myers Elementary School

Student use of the 4C's - Emerging

Teacher use of the 4C's - Beginning

Assessment - Proficient

Assistive Technology - Proficient

Student Digital Citizenship - Emerging

Teacher Digital Citizenship - Emerging

Muncy Jr-Sr High School

Student use of the 4C's - Emerging

Teacher use of the 4C's - Beginning

Assessment - Emerging

Assistive Technology - Emerging

Student Digital Citizenship - Emerging

Teacher Digital Citizenship - Emerging

The final two report areas, supervisory and 21st century learning displayed the most need for growth. Responses from both students and staff indicated that they are "beginning or "emerging" in most of the foundation skills. In the Supervisory Report, rewarding technology use and including it more in meetings were indicated as growth areas.

In the goal development and action planning processes of the development of the comprehensive plan, strategies were identified that will include training and collaborations with the outcome of embedding more activities that support the acquisition of the 21st learning skills. Many strategies for "teaching in a common core environment" have been incorporated into the district professional development plan and will simultaneously address the development of critical thinking skills. From the supervisory level, changes are being considered as to how rewarding the use of technology may be achieved and administrators are being encourage to incorporate its use during meeting and other communications.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging

technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

During our district planning process, discussions about the future of technology at Muncy occurred during administrative team meetings and during Act 48 professional development team meetings. As stated earlier, budget restraints will greatly affect whether or not new technologies are added or to the degree the current infrastructure and applications are maintained. The current goal is to maintain what exists, and as noted in the technology survey reports that were completed by students and staff, accessing machines and devices and obtaining support are not areas of concern.The responses for all questions in those two areas was not less than "Proficient" and in many instances they were "Advanced" or "Exemplary." Thus maintaining our current system will remain a priority and emerging technologies will be reviewed if or when the budget constraints are lessened.

However, as indicated from the survey conducted in the winter of 2014 that was referenced above, weaknesses were noted in the areas instruction and supervision. 21st learning skills are an area for focusing growth. In the district's action plans entitled "establishing a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school" and "teaching in a Common Core environment, strategies were included that address the need for increasing the use of technology during instruction.

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan	X	X	X	X

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

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

The Act 48 Professional Development Committee is composed of stakeholders from the levels of primary elementary, intermediate elementary, middle, and high school. Representatives from the district administrators, School Board, business and community, and parents are included as part of the committee. Committee members are expected to discuss district initiatives and proficiency targets with non-committee members in order to add additional recommendations when planning activities that enhance the content knowledge of educators in the district and improve their ability to use data for planning and informing instruction. Business and community members on the committee are crucial in providing feedback as to the effectiveness of communication. Communication is examined from all levels - district, school building, and teacher. Administrators on the committee are provided with assessment data in advance of its dissemination to teachers and community and meet to discuss the culture needed to stimulate improvement and growth and to identify possible resources that can be utilized. The ideas generated from administrative team meetings are shared and used when organizing professional development activities.

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

N/A - all strategies have been incorporated.
Following the professional development committee's identification of the growth areas and corresponding activities and strategies, the administrative team reviews the targeted goals to determine any additional factors that may impede implementation. The administrators brainstorm ways to ensure success. Each school principal is responsible for communicating the goals to his/her staff and explains the process for incorporating the strategies into instruction in order to increase proficiency for all students.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.

- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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.

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

Following each professional activity in the district, staff members complete an on-line evaluation of the every in-service activity.The evaluation includes questions that identify future needs for training that will result in increased student proficiency. Responses are expected to reference disaggregated Muncy student assessment data. At least one full in-service day each fall is dedicated to discussion and analysis of student assessment data and monthly grade-level and subject-area team meetings for the same purpose are required. The Act 48 Professional Development team meets quarterly throughout the year to review the needs assessment reports generated from the on-line system for the purpose of identifying presenters or organizations that have the capacity and qualifications necessary for providing training and to examine the perceptions of staff regarding the impact of the initiatives. District-level and building-level administrators are part of the professional development committee and offer additional recommendations for supporting staff based on the results of their classroom walk-throughs and observation. When agendas are created for in-service days, all administrators are assigned to activities, either as facilitators or participants, in order to provide clarification regarding goals and initiatives. Administrators meet on a regular basis with grade-level and subject area teams to review and discuss the analysis of local, state, and national assessment data. The data analyzed include DIBELS, Study Island for PSSA and Keystone, Stanford 10, CARS, CDT, PSSA, Keystone, SAT, AP, and tests purchased as part of textbook series. Teachers have the opportunity during meetings to request additional training and support for analyzing data, even if the activity was not identified by the Act 48 professional development committee. Administrators have the same opportunity if they feel classroom observations indicate a need for specific training on using data to drive lesson planning and instruction.

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

N/A - all strategies have been incorporated to ensure use of the recommended characteristics.

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

- Inductees are expected to learn the full capabilities of the district's email and website systems. Each inductee must create a website that contains all components established by the district.

- Several meetings and a unit of the on-line induction program focus on the Danileson Framework. An explanation of the Educator Effectiveness Initiative (Act 82) and the four domains occurs in early fall.

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

Mentors will participate in orientation activities, under the guidance of the principal and Director of Curriculum, that focus on the following areas:

1. District mission, goals, academic standards, and curriculum

2. Effective, researched-based instructional practice

3. Analysis of student data to plan instruction

3. Effective consulting/conferencing skills

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

N/A - all strategies have been incorporated. Because the Induction Program includes needs assessments and illicits feedback at the conclusion of each unit, the district feels that it incorporates all recommended strategies and is constantly reviewing the effectiveness and timeliness of the activities for the inductees.

Needs of Inductees

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

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

- On-line Induction Program - Information obtained from the evaluation pieces submitted following each on-line induction program activity.

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

The first activity scheduled for new teachers enrolled in the Muncy School District induction program is a full-day orientation. The orientations activities provide the first year teacher with an overview of the school district and community, introduces him/her to key individuals in the schools, and sets the purpose for the year-long program. To individualize the program for each inductee, and individual needs assessment is conducted at the conclusion of the orientation day. Support will be provided throughout the school year based on the responses of each individual. The inductee responses are analyzed by the building level principals and director of curriculum.

In addition, assessment of individual needs will be accomplished through:

1.   administration of a professional development needs survey to first year teachers following in-service day activities

2.   a needs survey administered after regularly scheduled induction meetings; analyzed by induction members to assess needs and progress,

3.   use of the results of assessments of the program by induction team members to guide continuous improvement of the induction process.

4.   use of surveys to gain recommendations from mentor teachers and administrators for the purpose of incorporating additional activities and strategies into the program

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

N/A - all strategies have been incorporated.
The full-day of orientation activities provided for inductees, followed by their ranking of topics for growth, their opportunity to identify additional areas, and their monthly opportunity to give feedback, the district feels the characteristics necessary to ensure a meaningful induction process have been included in the program.

Mentor Characteristics

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

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

Building level principals are responsible for selecting mentor teachers, Mentor teachers chosen by the principals have the following qualities.

1. Skilled in researched-based instructional techniques

2. Holds a Level II Instructional certificate

3. Teaching experience in the Muncy School District

4. Displays commitment to the induction program

5. Willing to participate fully in the program

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

At the elementary level, schedules are compatible. However, because Muncy School District is a small district and has a Jr-Sr High building, staff members are assigned to teach many courses. it is not always possible to have planning periods at the same time each school day. There is time available before and after-school for meeting, however, also incorporated into the Induction Program, is the ability to arrange for substitute teachers for the mentor or the inductee, or a combination for both, in order to create meaningful interaction between the two team members. Time can be used for observing each other, attending workshops, or simply meeting and discussing components of the Induction plan. Request for using substitute teachers is made to the building level principal or Director of Curriculum by the inductee.

Induction Program Timeline

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

Materials and Resources for Instruction	X					

If necessary, provide further explanation.

The Muncy School District Induction Program is delivered through scheduled, face-to-face meetings between the inductee and mentor. The meetings have an objective and purpose as outlined in the plan. Building and district-level administrator meet with the inductee periodically over the course of the year to present specific content necessary for adapting to the teaching position in the district. In addition, all inductees must complete on-line activities that involve reading and responding to PDE documents, district policies and educational research. They explore the SAS website and watch videos with the intent of identifying effective instructional strategies, developing student learning objectives (SLO 's) and the teacher effectiveness initiative including the Danielson Framework and corresponding domains.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Assessment of the induction program is conducted by all members of the district induction team, which includes the inductees, mentor teachers, building-level principals, district-level administrators and Superintendent. Formal evaluations, in the form of electronic surveys, are completed at the mid-point (January) and end of the school year (May). Each member of the team will complete the on-line assessment provided by the district. The district professional education team reviews the assessment results and recommends changes to the Director of Curriculum. The Director of Curriculum reports the recommendations to the Superintendent prior to incorporating them into the district's induction plan.
In addition, at the conclusion of each on-line induction program activity, the inductees has the opportunity to add comments or request to meet with an administrator if any issues have developed between the inductee and the mentor. In such cases, a new mentor teacher may be assigned.

Recording Process

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

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

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

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

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

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

Special Education

Special Education Students

Total students identified: **144**

Identification Method

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

The District utilizes the discrepancy model to identify those students who may have a learning disability however the Response to Intervention model is also utilized to remediate and support students with who may be suspected to have a disability. When a teacher suspects that a child may have a learning disability, the district's Intervention Support Team (IST) will review the child's assessments and progress to determine the needs for adaptations and accommodations to support the student in achieving success. The IST monitors the student's progress and makes a recommendation for an educational evaluation if warranted.

Along with the school team, a parent who may suspect their child has a learning disability may also notify the Special Education Office to request an evaluation. Once a signed Permission to Evaluate form is received, the school psychologist will observe, collect classroom and assessment data, and administer both cognitive and intellectual assessments.

When making a determination if a student has a specific learning disability, a multidisciplinary team determines that the academic problems are not the result of lack of instruction or other disabilities such as vision, hearing, speech, motor problems, mental retardation, emotional disturbance, cultural or environmental issues, or limited English proficiency. The determination is based on the student's failure to meet age or grade level state standards in one of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, and mathematical problem solving. Along with the school psychologist's assessments, the team reviews multiple sources of data, such as his/her proficiency level on the PSSA/Keystones, DIBELS results, Study Island progress, Success Maker, Title 1 supports which include a wide variety of reading programs, as well as the student's yearly progress

within the curriculum.

The results are then discussed with the parents and appropriate staff. These results are used to develop an Individualized Education Plan to meet the student's needs should the student qualify for services.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

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 Muncy School District strives to include all parties involved in every student's education. Regarding students who have been placed in foster homes or educational facilities located outside of their own home, the Muncy School District collaborates with all parties to ensure the student's needs are being met as outlined in the IEPs. At this point in time, the Muncy School District does not have any barriers to address that limit the Muncy School District's abilities to serve these students. Other than the Muncy Women's Prison, Ashler Manor is the only residential facility located within the boundaries of the Muncy School District. The Muncy School District's Special Education Director serves as the Special Education liaison at Ashler Manor and attends all meetings as the LEA.

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 Muncy Prison is located within the Muncy School District for incarcerated adult women. Should Muncy School District have students whom are incarcerated and are in need of specially designed instruction in this facility, we would receive notification from the

prison, request the student's records, and provide appropriate services based on need. The District follows current regulations and BECs to ensure FAPE and Child find.

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.

It is the goal of the Muncy School District to serve students in the regular education setting whenever possible. All identified students are included with non-disabled peers to the maximum extent utilizing support staff, curricular modifications and/or adaptations, and/or technological devices on an individualized basis. In the Muncy School District, EVERY student begins in the regular education setting. Once a student is identified as requiring specially designed instruction in order to be successful within the general education setting, the team determines which supplementary aids and services are to be provided so that the child can remain in this educational setting. The Muncy School District offers a wide variety of intervention programs such as Soar to Success, Reading Recovery, Read Naturally, Wilson Reading, Homework Club, Study Island, Spell Read, Books on Tape, and Extended Day either though IST, Title 1 support or special education. In addition, current content series have intervention level materials which are utilized to assist with inclusion of students with learning disabilities.

At the elementary level, the majority of special education services are provided in the regular education setting to ensure to that the maximum extent possible the students are exposed to and can progress adequately within the general education curriculum.
At the Junior Senior High School, a small number of students receive remedial reading and math instruction in the resource room. The majority of classes are co-taught in the regular education setting with adaptations and accommodations being made for those individual students needing the extra assistance. Lunch, activity periods, electives, science and history are all classes in which students in grades 7 through 12 are fully included. Instructional aides are utilized to assist students and teachers to optimize this experience and allow for

student success. All identified students receive AIS (academic instructional support) daily in a resource room which is taught by a certified special education teacher. This class provides students with the opportunity to have concepts retaught, prepare for exams, progress monitor as it pertains to their individualized IEP goals, organize materials, and ask for clarification regarding concepts learned or projects/homework assigned.

For those students who continue to not show progress, the IEP team is convened to review progress monitoring data and assessment results in order to determine if more restrictive services are required. The goal of direct instruction is to improve the child's skills so that he/she may be included within the regular education classroom as soon as possible.

Students whose behaviors are effecting their education are placed on a classroom behavior plan. If the student continues to exhibit behaviors that interfere with their learning or that of others, an Intermediate Unit Behavior Specialist or a trained Muncy School District staff member assists the team in developing a plan that will enable the child to be successful through a Functional Behavior Assessment. As a result ,the Behavior Specialist/trained Muncy staff member meets with the team to develop a behavior plan that will enable the student to be successful.
For those students enrolled in IU operated classrooms, the Supervisor of Special Education attends all ER and/or IEP meetings and periodically visits the student/program to ensure their progress. The IU has agreements with the host districts to allow for the students to participate in regular education classes to the maximum extent.

Not only are identified students included in the general education setting to the maximum extent possible, they are also encouraged to be actively involved in extracurricular and nonacademic activities. Students have participated in various aspects of the district's extracurricular options from sports team and Ars Nova, to involvement with Student Council and FBLA.

Regular education and learning support staff are encouraged to attend professional development opportunities offered through PDE, PaTTAN, IU 17, and BER in order to enhance their knowledge and ability to support the inclusion of children with learning disabilities within the general education setting. In addition, the Supervisor of Special Education attends the annual conference offered through PDE to keep abreast of current evidence based models and practices as well as to discuss successful programs, services, and options with colleagues.
Regarding SPP targets and Indicator 5, the district's percentages are very similar to the state percentages as it relates to students served within the regular education setting for more than 80%, less than 40% and also served in other settings.

Behavior Support Services

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

Our district is committed to supporting students with behavioral needs in the least restrictive environment and shall only place students in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education, class with the use of appropriate supplementary aids and services, cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention(s) to address behavior(s) that interfere with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Our staff members, which include both teachers and paraprofessionals, receive ongoing training that addresses positive behavior supports, de-escalation techniques, and school based behavioral health. We utilize Blast IU #17, who maintains certified Quality Behavioral Solutions trainers, to train our staff annually at minimum.

The teaching of school-wide expectations is prevalent in the district at the elementary level. Positive behaviors are taught on day one of school, re-taught throughout the school if necessary, and modeled by others. The school then holds assemblies throughout the year to encourage and reteach appropriate behaviors. The district also works closely with several behavioral health agencies who may provide supports to students to ensure continuity and fidelity of services. The district also has an Outreach Counselor who serves three days a week in our schools to provide supports and can recommend varying levels of behavioral health services for our students.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Muncy School District always attempts to place students within their own district and utilize any supplementary aids and modifications to allow for student success in the regular school environment. If, after all options are exhausted in the regular school setting, the student is not achieving, the interagency approach or BLaST IU 17 will be utilized for services. Parents, along with assistance from school staff, may be referred to outside agencies for additional services such as TSS, mobile therapy, MH/ID support, partial hospitalization, or residential treatment which will assist our students to achieve success. The district may also seek the guidance of BLaST IU 17 regarding placement of students who may require life skills, emotional support, autistic support or part time learning support due to the smaller enrollment numbers in these specific disability categories for our district.

The Special Education Director's website also provides information for individuals to view the Procedural Safeguards Notice, and resources for parents such as CEC, BLaST IU #17, PDE, and LDonline.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Muncy School District is committed to the education of all identified students while offering a continuum of placement options. These options are provided to students through age 21 with strong administrative promotion and advocation of least restrictive environment. The district's administration, faculty, and staff are dedicated and continue their knowledge base through various professional development opportunities offered in house, at our local intermediate unit or through outside workshops, seminars, conference or college courses. The district also utilizes Response to Intervention practices to remediate and support students with and without disabilities.
The Administrators, School Board Members, and Staff of the Muncy School District are focused on raising student achievement in our District, and the entire staff is committed to providing a free and appropriate public education to every one of our students.

Interagency:
The District collaborates with BLaST Intermediate Unit 17 through program delivery and professional staff development. In addition to the IU, the District works closely with numerous community agencies throughout the year. These agencies include, but are not limited to, the Office of Vocational Rehabilitation, Hope Enterprises, The Center for Independent Living, MH/ID, CareerLink, Lycoming County Career and Technical Center, Partial Hospitalization Programs such as Behavioral Support Inc. and UCBH, Intervention Services, and Community Based Health and NP.

Community/Parental Involvement:
The Muncy community is extremely involved in the educational process of their youth. Many community members serve on various committees such as Act 48 and comprehensive planning, and volunteering to assist in classrooms. The parental support system is reinforced by various parent trainings that are offered throughout the school year. In addition, community members are employed by the district as bus drivers, coaches, cafeteria workers, paraprofessionals, custodial and maintenance workers, and security officers.
Parent participation and involvement in their child's education is of paramount importance. This involvement is requested when an initial concern is expressed about their child and is encouraged throughout the entire educational process within the Muncy School District.
The IST (Intervention Support Team) and PBST (Positive Behavioral Support Team) monitors academic and behavioral issues occurring with students at the elementary level. At the high school, there is a study skills course that is designed to meet the needs of those students who are not identified who may require academic and/or behavioral support.

Child Find:
The district participates through our local intermediate unit, BLaST IU #17, to complete Child Find activities on an annual basis. In addition, the Muncy School District has developed policies in accordance with federal and state regulations and guidelines to ensure the provision of a free and appropriate public education to all school-age children, including those with disabilities. The District provides appropriate special education programs, related services, and early intervention programs that are:
•provided at no cost to parents
•provided under the authority of a school entity, directly by referral or by contact
•individualized to meet the educational or early intervention needs of the child
•reasonably calculated to yield meaningful educational or early education benefits and progress
•designed to conform to an Individual Education Program (IEP).
There are procedures to identify children needing special education, including "screening" and "evaluation". All students entering kindergarten are screened for potential learning, vision, and speech concerns. If a disability is suspected, teachers, other school personnel, or parents may refer a child for further screening or evaluation. Parents suspecting that a child may have a disability and needs special education or early intervention services can request

a screening or an evaluation by contacting the Special Education Director or the building principal. Screening of children using immediately available data sources such as health records, cumulative records, enrollment records and report cards, is conducted for hearing, vision, motor skills, and speech and language. Screening may lead to intervention by the Intervention Support Team (IST).

Staff and Paraprofessionals:

All eight special education teachers employed by the Muncy School District are highly qualified with most holding dual certification. They continue to acquire Act 48 credits that relate to their assignments in order to remain up to date on the newest and most effective means for providing our students with the appropriate strategies to become productive members of society. Regarding our classified staff, which consists of eleven members, all paraprofessionals are provided a variety of professional development opportunities which include CPR/First Aid certification as well as De-escalation Techniques and all are highly qualified. Each staff member participates in trainings offered through the district, local agencies, PaTTan, PDE or BER to obtain the necessary 20 hours of professional development on an annual basis.

Intervention Programs:

Regarding specific interventions, various programs are available for students prior to referral for possible special education services. Such programs include Title One services in reading and math, Extended Day, IST which Muncy refers to as Intervention Support Team and includes push in support, as well as the Positive Behavior Support (PBS) team at Myers Elementary for grades K through 6. Additionally, the elementary school has the following intervention programs, Reading Recovery, SOARS, Wilson Reading and Read Naturally for those students who have difficulty in the area of reading. In addition, three specific programs, Dibels, Stars and Success Maker, are utilized at the elementary level to assess student progress on an ongoing basis to ensure academic progress is occurring and to make instructional adaptations when students are not meeting benchmarks.

Grants/Additional Funding Sources:

The Muncy School District has been the recipient of the Inclusive Practices Mini Grant in past years. These grants have been used to purchase a wide variety of assistive technology devices and software, purchase intervention materials such as Wilson Reading and books on tape, cover substitute costs to enable staff to attend trainings, and cover the costs for the Supervisor to attend the annual PDE conference. The Muncy School District has been receiving funds through the ACCESS program since 2004. Funding to date has been in excess of $530,000. Funds have been utilized to purchase laptops for the entire staff as well as cover salaries for paraprofessionals. Additionally, many of our teachers have been recipients of local grants that have allowed them to purchase Ipads to assist with instruction in the area of speech and language as well as behavioral support in the form of a reward for Ipad use when positive behaviors occur.

Identification Process:

Referral to the IST team may occur when teachers feel additional interventions may be necessary or if the student is not making progress. Beyond the IST referral, if the student is

still not making progress due to the implementation of various interventions then further evaluation is conducted to consider a special education placement. Students who have an Individualized Education Program always begin with a regular education placement with any necessary adaptations and modifications that allow for success in this placement.

Services/Programs:
There continues to be uncompromising support from the Superintendent, School Board, and community in meeting the needs of all students with disabilities. In grades K-6, the IST team is involved in the referral and identification process, collecting data to support the need for services and collaborating with teachers and parents throughout the entire process. The Muncy School District is committed to providing differentiated instruction and adaptations in the regular education setting. Of the students with disabilities, 78% are fully included for all subjects and activities which is an improvement of 7% since our last special education plan was approved. Additionally, the Muncy School District has a student assistance programs referred to as MAPS (Muncy Assistance Program for Students) for students in grades 7 through 12 that partners with Joinder for an outreach counselor three days a week. This specialist assists staff and families of students who are encountering emotional, social, and mental health issues that are affecting the student's effectiveness in school. Likewise, in grades k through 6, a team of teachers, staff, and administration are involved in PBS and have normed behaviors for most aspects of the school day which are re-taught on a regular basis to assist with improving student behaviors.
Other services such as occupational therapy, physical therapy, speech, emotional support, vision and mobility, hearing support, technological assistive devices, and audiological services are provided to those students who require them.
The district also participates in a consortium for students in grades 10 though 12 with Lycoming Career and Technology Center (LycoCTC) which offers the following eight programs: culinary arts, drafting and design, criminal justice, early childhood, health careers, computer service technology, automotive technology, and construction technology. Many of these programs lead to certification in specific areas. Students are also offered opportunities in special programs through Pennsylvania College of Technology. Additionally, students may be recommended for a work base placement which provides them with extensive opportunities to learn their trade and gain work experience.

Transition:
Muncy School District staff and administration attend Early Intervention Transition meetings for those students who will be enrolling in Kindergarten and may require services. Additionally, for those identified sixth grade students, a meeting with 6th and 7th grade teachers, counselors, paraprofessionals, and administration meet with the parents to discuss the transition to high school, scheduling, and to provide the opportunity to share thoughts and concerns before their child moves to the Junior Senior High School.
The Muncy School District also provides opportunities for high school students and their parents to meet with a transition team to assist in providing a smooth transition from high school to post-school placements. During this meeting, the team will discuss with the

students and their parents the various options available and which services may be of assistance to the student transitioning from high school. The team consists of representatives from various agencies within our community who may assist students with their transition from school to work, college, or independent living arrangements. Representatives from community agencies such as MH/ID, Career Link, Center for Independent Living, and the Office of Vocational Rehabilitation are part of this process.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Ashler Manor	Nonresident	The Muncy School district supervises all special education services for Ashler Manor and contracts with CSIU #16 for the educational piece.	10

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Sotuh Williamsport Area School District	Neighboring School Districts	Autistic Support	1
Montgomery Area School District	Neighboring School Districts	Autistic Support	2
Montoursville Area School District	Neighboring School Districts	Life Skills	1
Montoursville Area School District	Neighboring School Districts	Autistic Support	1
Montoursville Area School District	Neighboring School Districts	Supplemental Learning Support	2
Shikellamy School District	Neighboring School Districts	Deaf and Hard of Hearing	1
Loyalsock Area School District	Neighboring School Districts	Life Skills	4
Woods Services	Approved Private Schools	Full Time Emotional Support	1
Southwood	Approved Private Schools	Full Time Emotional Support	2
Diversified Treatment Alternatives	Other	Learning Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Myers Elementary	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	5 to 12	10	1

		operated					

Justification: This teacher services both Kindergarten and 6th grade students at different times throughout the day.

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	6	1

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Myers Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	12	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Myers Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	8	1

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Muncy Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	10	0.65
Muncy Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	6	0.35

		are operated					

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Muncy Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	15	0.85
Muncy 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	14 to 15	3	0.15

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Muncy Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	13	1

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Muncy Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	10	0.77
Muncy 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	16 to 18	3	0.23

Program Position #9

Operator: School District

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	44	0.75
Justification: These are speech services involving many small group sessions in which students are grouped by similar age ranges.							

Program Position #10

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 11	5	1

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Muncy Jr./Sr. High School	3.4
Paraprofessional	Myers Elementary	7
Administrative Assistant	K-12	1
Special Education Director	K-12	1
Guidance Counselor	Myers Elementary School	1
Guidance Counselor	Muncy Jr./Sr. High School	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	4 Days
Occupational Therapy	Intermediate Unit	1 Days
Emotional Support	Intermediate Unit	1 Days
Outreach Counselor	Outside Contractor	3 Days
Deaf and Hard of Hearing Support	Intermediate Unit	0.5 Days
Vision Support	Intermediate Unit	0.5 Days
Physical Therapy	Intermediate Unit	0.2 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
K-12 planning teams completed "data walks" in which they reviewed local and state assessment data. Patterns and challenges were not consistent in grades K-12 and between the two buildings in Muncy School District. However, one area of strength for both buildings was the exceptionally high percentage of students scoring proficient or advanced on PSSA and SAT writing.
At Ward L. Myers, the district elementary school, identified strengths were the high percentage of students who scored proficient or higher on the science and math assessments. Challenges were to increase the number of student that score proficient or advanced on the reading PSSA and differentiating instruction in all subject areas.
At the Jr-Sr High School, the identified strength was the percentage of students scoring proficient or above in reading. Challenges were identified as increasing the number of students scoring proficient in math and science, both in PSSA and Keystone Examinations and differentiating instruction in all subject areas.

District Accomplishments

Accomplishment #1:
Muncy Jr-Sr High School received extra credit for the number of students scoring advanced on the PSSA/Keystone examinations.

Accomplishment #2:
Scores for PSSA writing have been significantly higher than state averages for several years and are also higher than many other local school districts.

Accomplishment #3:
District math scores have consistently been higher than the state average.

Accomplishment #4:
District PSSA science scores have consistently been higher than the state average.

Accomplishment #5:

7th and 8th grade reading scores have shown an increase in the number of students scoring proficient or advanced.

District Concerns

Concern #1:

The number of students scoring proficient or advanced on the Keystone Biology Examination were slightly below state average.

Concern #2:

The number of students scoring proficient or advanced in PSSA reading has been stagnant.

Concern #3:

Analysis of the student data from the PSSA and Keystone Literature Examination revealed that performance is higher for non-fiction selections than fiction.

Concern #4:

Analysis of the jr-sr high assessment data revealed PSSA math and Algebra I Keystone Examination scores are increasing, but the number of students scoring proficient or higher is less than some other local schools and in order to meet graduation requirements, more students must meet the proficiency standards.

Concern #5:

Grade 5 students scored below state average in the area of data analysis and probability in the PSSA math assessment.

Prioritized Systemic Challenges

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

Aligned Concerns:

The number of students scoring proficient or advanced on the Keystone Biology Examination were slightly below state average.

The number of students scoring proficient or advanced in PSSA reading has been stagnant.

Analysis of the jr-sr high assessment data revealed PSSA math and Algebra I Keystone Examination scores are increasing, but the number of students scoring proficient or higher is less than some other local schools and in order to meet graduation requirements, more students must meet the proficiency standards.

Systemic Challenge #2 *(System #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

The number of students scoring proficient or advanced on the Keystone Biology Examination were slightly below state average.

Analysis of the student data from the PSSA and Keystone Literature Examination revealed that performance is higher for non-fiction selections than fiction.

Grade 5 students scored below state average in the area of data analysis and probability in the PSSA math assessment.

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: Reports generated by the district on-line lesson planner list procedures and strategies used in lesson design and walk-through observation data

Specific Targets: Enhanced teacher performance as evidenced by observation data (formal, informal, announced, and unannounced)

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Differentiating Instruction

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

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx , and http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time)

SAS Alignment: Instruction, Safe and Supportive Schools

Differentiated Instruction

Description:

Teachers will differentiate instruction based on each student's unique needs and abilities in order to increase proficiency.

SAS Alignment: Instruction, Materials & Resources

Teaching in a Common Core Environment

Description:

The state-led effort to develop the Common Core State Standards was launched to ensure all students in the nation receive a rigorous education. National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) were instrumental in their development. State school chiefs and governors recognized the value of consistent, real-world learning goals and launched this effort to ensure all students, regardless of where they live, are graduating high school prepared for college, career, and life. 21st century learning skills that include the use of technology and the Internet as regular tools for enhancing learning and developing critical thinking skills are a critical part of every student's education and must be included in instruction on a regular basis.

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

Analyze Student Assessment Data

Description:

Teachers of all content areas will review and analyze individual and group data for the purpose of revising course assessments that are reflective of areas which PSSA and Keystone Examinations indicate the need for growth. Data will be used and applied appropriately for SLO development.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Differentiation Workshop

Description:

A workshop that examines how to identify when and how to differentiate instruction and explore when adaptation is more appropriate.

Start Date: 8/13/2015   **End Date:** 6/22/2017

Program Area(s): Professional Education

Supported Strategies:

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

- Differentiated Instruction

Brain Research Workshop

Description:

A workshop will be scheduled that introduces and examines instructional strategies that are based on the latest brain research for increasing long and short term memory and test-taking strategies. The professional development session will also examine the latest research regarding how to increase student performance on state test. Evidence the workshop was scheduled will be its appearance on the in-service agenda and evaluations from the professional staff in regards to its value.

Start Date: 8/24/2015   **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Unique Course Creation and Grouping

Description:

Group students with similar abilities and create remediation courses based on student assessment data and teacher recommendations. Evidence will be the master schedules and class rosters.

Start Date: 8/24/2015   **End Date:** 6/3/2016

Program Area(s):

Supported Strategies:

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

- Differentiated Instruction

Strategies for Teaching and Assessing Common Core Standards

Description:

Collaboration among staff members will be scheduled to review common core standards and corresponding activities and techniques that are necessary to have all students demonstrate proficiency in meeting the objectives and goals outlined by PDE in the PA Common Core Standards.

Start Date: 6/5/2015   **End Date:** 6/6/2018

Program Area(s): Professional Education

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiated Instruction
- Analyze Student Assessment Data

Teacher Collaboration

Description:

Collaboration between department and grade-level teachers to incorporate common core vocabulary and elements into instructional activities. Strategies such as incorporating vocabulary, analyzing text, rubrics to determine the quality of written response in all content areas, increased use of non-fiction text, and development of higher order and application skills will be examined.

Start Date: 8/24/2015   **End Date:** 6/6/2018

Program Area(s): Professional Education

Supported Strategies:

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

- Technology Infrastructure Enhancement/Technology Access and Training Increase

- Teaching in a Common Core Environment

Utilize Local Experts

Description:

Utilize local business and industry to increase teacher content knowledge to prepare students to be successful in college and the work place. Examples would include but are not limited to:

1. The Muncy Historical Society can educate staff on the history of the surrounding area
2. The Community Arts Center has educator programs to integrate the arts into core instruction
3. Various business/industry that offer experts to assist teachers in accessing specific information in areas such as natural gas and engineering

Evidence of implementation will include annual review of individualized staff development requests to determine if teachers utilized local experts to increase content knowledge.

Start Date: 8/24/2015   **End Date:** 6/6/2018

Program Area(s): Professional Education

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Increased Quality Instructional Time
- Teaching in a Common Core Environment

Subject-Area Meetings and Video Resource Review

Description:

The strategy will be to have subject area teams (grade-level specific and vertically articulated teams of staff) view video resources that demonstrate effective instruction in a common core environment with group in conjunction with follow-up discussion on how to appropriately integrate into daily instruction. Peer to peer reflection and reporting during grade-level/administrator meetings and classroom observation data will be evidence of implementation. Some additionalal on-line video resources suggested by action planning members incude www.pa-commoncorestandards.com/resources/video and www.yourube.com/user/Huntinstitute/videos

Start Date: 8/21/2015   **End Date:** 6/13/2016

Program Area(s): Professional Education

Supported Strategies:

- Teaching in a Common Core Environment

Framework For Teaching

Description:

New teachers, as part of the district's induction program, and other professional staff members as recommended by administrators will examine the Danielson Framework and the evaluation process for determining the effectiveness of a classroom teacher. The PDE website will be utilized to enhance the educators knowledge of Act 82, the process of evaluation, the Danielson domains, and the development of student learning objectives. Feedback from administrator announced and unannounced observations, including walk-throughs, and the quality of the teacher's SLO and evaluations from the teacher induction program will indicate implementation. This implementation step will occur annually if determined as needed by the Administrative Team or if requested by new or veteran staff.

Start Date: 8/18/2014   **End Date:** 6/1/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Increased Quality Instructional Time
- Teaching in a Common Core Environment
- Analyze Student Assessment Data

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

Indicators of Effectiveness:

Type: Annual

Data Source: On-line lesson planner data that show the types of assessments used and teacher observation data from formal, informal, announced, and unannounced.

Specific Targets: Increase in the number of students who score proficient on state examinations and Classroom Diagnostic Test data

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Analyze Student Assessment Data

Description:

Teachers of all content areas will review and analyze individual and group data for the purpose of revising course assessments that are reflective of areas which PSSA and Keystone Examinations indicate the need for growth. Data will be used and applied appropriately for SLO development.

SAS Alignment: Assessment, Instruction

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teac

her_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Strategies for Teaching and Assessing Common Core Standards

Description:

Collaboration among staff members will be scheduled to review common core standards and corresponding activities and techniques that are necessary to have all students demonstrate proficiency in meeting the objectives and goals outlined by PDE in the PA Common Core Standards.

Start Date: 6/5/2015   **End Date:** 6/6/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Analyze Student Assessment Data

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Differentiated Instruction

Start	End	Title	Description
8/13/2015	6/22/2017	Differentiation Workshop	A workshop that examines how to identify when and how to differentiate instruction and explore when adaptation is more appropriate.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team	3.0	1	75	IU 17	IU	Yes

Knowledge	Participants in all content areas will gain a deeper knowledge of how identify individuals and small groups of students who are struggling with learning and explore different ways of providing effective instruction.
Supportive Research	What Works Clearninghouse, ASCD, College and University Eperts citing the effectiveness of differentiating instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district	Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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.

Training Format

LEA Whole Group Presentation
Series of Workshops

Participant Roles	Dir	Classroom teachers Supt / Ast Supts / CEO / Ex School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
		    Peer-to-peer lesson discussion
		    Joint planning period activities
			Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**	**Strategy #1: Differentiated Instruction**

Start	End	Title	Description
8/24/2015	6/2/2017	Brain Research Workshop	A workshop will be scheduled that introduces and examines instructional strategies that are based on the latest brain research for increasing long and short term memory and test-taking strategies. The professional development session will also examine the latest research regarding how to increase student performance on state test. Evidence the workshop was scheduled will be its appearance on the in-service agenda and evaluations from the professional staff in regards to its value.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team	3.0	1	75	Local University such as Bloomsburg or Lock Haven	College or University	Yes

Knowledge

Participants will learn the importance of the new findings in brain research and its application to more effective instruction.

Supportive Research

School psychology, neurological, and medical applications

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format   School Whole Group Presentation

Professional Learning Communities

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **#2 Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.**	**Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase** **Strategy #2: Differentiated Instruction** **Strategy #3: Analyze Student Assessment Data**

Start	End	Title	Description

6/5/2015	6/6/2018	Strategies for Teaching and Assessing Common Core Standards	Collaboration among staff members will be scheduled to review common core standards and corresponding activities and techniques that are necessary to have all students demonstrate proficiency in meeting the objectives and goals outlined by PDE in the PA Common Core Standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Level Administrators	3.0	10	30	Muncy School District	School Entity	Yes

Knowledge

Teachers will create lessons and assessments that increase the number of students who demonstrate proficiency on Common Core Standards and corresponding objectives.

Supportive Research

Demonstrated value of consistent, real-world learning goals and standards in an effort to have all high school students prepared for college, career, and life.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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.

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase** **Strategy #3: Teaching in a Common Core Environment**

Start	**End**	**Title**	**Description**

| 8/24/2015 | 6/6/2018 | Teacher Collaboration | Collaboration between department and grade-level teachers to incorporate common core vocabulary and elements into instructional activities. Strategies such as incorporating vocabulary, analyzing text, rubrics to determine the quality of written response in all content areas, increased use of non-fiction text, and development of higher order and application skills will be examined. | | |

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Administrative Team	3.0	10	12	Muncy School District	School Entity	Yes

Knowledge

Teachers will become knowledgeable about the strategies and elements necessary for students to be proficient on common core standards by analyzing the vocabulary and skills imbedded in the state goals.

Supportive Research

Demonstrated proficiency on the PA Common Core Standards ensures all students graduate from high school prepared for college and/or the world of work.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format   Series of Workshops

Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**	**Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase** **Strategy #2: Increased Quality Instructional Time** **Strategy #3: Teaching in a Common Core**

							Environment		

Start   **End**   **Title**   **Description**

Utilize local business and industry to increase teacher content knowledge to prepare students to be successful in college and the work place. Examples would include but are not limited to:

1. The Muncy Historical Society can educate staff on the history of the surrounding area

8/24/2015   6/6/2018   Utilize Local Experts

2. The Community Arts Center has educator programs to integrate the arts into core instruction

3. Various business/industry that offer experts to assist teachers in accessing specific information in areas such as natural gas and engineering

Evidence of implementation will include annual review of individualized staff development requests to determine if teachers utilized local experts to increase content knowledge.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Staff Development Coordinator and Act 48 Team	3.0	3	10	Muncy School District	School Entity	No

Knowledge	Educators will gain knowledge specific to his/her assigned content area that can enhance and motivate students to demonstrating proficiency on PA Common Core Standards.
Supportive Research	Educators must possess specific content knowledge in his/her given field.

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator's content knowledge in the area of the educator's

specialists: certification or assignment.

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

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.

Training Format
Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.**	**Strategy #1: Teaching in a Common Core Environment**

Start	End	Title	Description
8/21/2015	6/13/2016	Subject-Area Meetings and Video Resource Review	The strategy will be to have subject area teams (grade-level specific and vertically articulated teams of staff) view video resources that demonstrate effective instruction in a common core environment with group in conjunction with follow-up discussion on how to appropriately integrate into daily instruction. Peer to peer reflection and reporting during grade-level/administrator meetings and classroom observation data will be evidence of implementation. Some additionalal on-line video resources suggested by action planning members incude www.pa-commoncorestandards.com/resources/video and www.yourube.com/user/Huntinstitute/videos

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team	3.0	2	12	Muncy School District	School Entity	No

Knowledge	Staff members will learn about instructional techniques that have been demonstrated to increase the number of students that achieve common core standards and will have peer-to-peer interactions and reflections with administrators to strengthen the effectiveness of implementation.
Supportive Research	The Common Core Standards Initiative has developed, publicly vetted, and revised English language arts and mathematics standards designed to help teachers prepare all students, regardless of where they live, for higher education and workforce training.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

     Enhances the educator's content knowledge in the area of the educator's certification or assignment.

     Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

LEA Goals Addressed: **#1 Establish a district system that fully**   **Strategy #1: Increased Quality Instructional**

	ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Time Strategy #2: Teaching in a Common Core Environment Strategy #3: Analyze Student Assessment Data

Start	End	Title	Description
8/18/2014	6/1/2018	Framework For Teaching	New teachers, as part of the district's induction program, and other professional staff members as recommended by administrators will examine the Danielson Framework and the evaluation process for determining the effectiveness of a classroom teacher. The PDE website will be utilized to enhance the educators knowledge of Act 82, the process of evaluation, the Danielson domains, and the development of student learning objectives. Feedback from administrator announced and unannounced observations, including walk-throughs, and the quality of the teacher's SLO and evaluations from the teacher induction program will indicate implementation. This implementation step will occur annually if determined as needed by the Administrative Team or if requested by new or veteran staff.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team	1.0	9	5	Muncy School District	School Entity	Yes

Knowledge	Professional staff members will learn the process of teacher evaluation (Act 82) and the impact student assessment data has for each particular teacher based on the specific teaching assignment. They will learn the Danielson Framework and its four domains of Planning and Preparation, Classroom Environment, Delivery, and Professional Responsibilities. They will learn how to navigate and use the PDE website to develop and implement an effective student learning objective (SLO).
Supportive Research	The Danielson Group research studies involving the Framework maintain a strong interest in encouraging independent research in support of quality professional development, process improvements, and significant

teaching outcomes, In addition, Chicago's Excellence in Teaching Pilot, reported:

Classroom observation ratings based on the Framework for Teaching were valid and reliable measures of teaching practice.

Principals and teachers said conferences were more reflective and objective than in the past and more focused on instructional practice and improvement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

High (grades 9-12)

| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Creating lessons to meet varied student learning styles | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Participant survey
Review of participant lesson plans
Review of written reports summarizing instructional activity |

| LEA Goals Addressed: | #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
#2 Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices. | Strategy #1: Common Assessment within Grade/Subject
Strategy #2: Analyze Student Assessment Data |

Start	End	Title	Description
6/5/2015	6/6/2018	Strategies for Teaching and Assessing Common Core Standards	Collaboration among staff members will be scheduled to review common core standards and corresponding activities and techniques that are necessary to have all students demonstrate proficiency in meeting the objectives and goals outlined by PDE in the PA Common Core Standards.

Person Responsible	SH	S	EP	Provider		Type	App.

Building Level Administrators	3.0	10	30	Muncy School District		School Entity	Yes

Knowledge Teachers will create lessons and assessments that increase the number of students who demonstrate proficiency on Common Core Standards and corresponding objectives.

Supportive Research Demonstrated value of consistent, real-world learning goals and standards in an effort to have all high school students prepared for college, career, and life.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Training Format
Series of Workshops
School Whole Group Presentation
Department Focused Presentation

Participant Roles
Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
School counselors

Grade Levels
Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

District Level Affirmations

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

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

Affirmed by Scott McLean on 7/22/2014

Board President

Affirmed by Portia Brandt on 7/22/2014

Chief School Administrator

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.

Affirmed by Scott McLean on 4/29/2014

Board President

Affirmed by Portia Brandt on 4/2/2014

Chief School Administrator

Muncy SD Action Plans

Goal #1:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.				
Strategies	Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing				
	Technology Infrastructure Enhancement/Technology Access and Training Increase				
	Differentiating Instruction				
	Increased Quality Instructional Time				
	Differentiated Instruction				
	Teaching in a Common Core Environment				
	Analyze Student Assessment Data				
Start	**End**	**Implementation Step Title**	**Description**		**Responsible**
8/13/2015	6/22/2017	Differentiation Workshop	A workshop that examines how to identify when and how to differentiate instruction and explore when adaptation is more appropriate.		Administrative Team
8/24/2015	6/2/2017	Brain Research Workshop	A workshop will be scheduled that introduces and examines instructional strategies that are based on the latest brain research for increasing long and short term memory and test-taking strategies. The professional development session will also examine the latest research regarding how to increase student performance on state test. Evidence the workshop was scheduled will be its appearance on the in-service agenda and evaluations from the professional staff in regards to its value.		Administrative Team
8/24/2015	6/3/2016	Unique Course Creation and Grouping	Group students with similar abilities and create remediation courses based on student assessment data and teacher recommendations. Evidence will be the master schedules and class rosters.		Building administrator
6/5/2015	6/6/2018	Strategies for Teaching and Assessing Common Core Standards	Collaboration among staff members will be scheduled to review common core standards and corresponding activities and techniques that are necessary to have all students demonstrate proficiency in meeting the objectives and goals outlined by PDE in the PA Common Core Standards.		Building Level Administrators

Muncy SD Action Plans

8/24/2015	6/6/2018	Teacher Collaboration	Collaboration between department and grade-level teachers to incorporate common core vocabulary and elements into instructional activities. Strategies such as incorporating vocabulary, analyzing text, rubrics to determine the quality of written response in all content areas, increased use of non-fiction text, and development of higher order and application skills will be examined.	Administrative Team
8/24/2015	6/6/2018	Utilize Local Experts	Utilize local business and industry to increase teacher content knowledge to prepare students to be successful in college and the work place. Examples would include but are not limited to: The Muncy Historical Society can educate staff on the history of the surrounding area The Community Arts Center has educator programs to integrate the arts into core instruction Various business/industry that offer experts to assist teachers in accessing specific information in areas such as natural gas and engineering Evidence of implementation will include annual review of individualized staff development requests to determine if teachers utilized local experts to increase content knowledge.	Staff Development Coordinator and Act 48 Team

Muncy SD Action Plans

Start	End	Implementation Step Title	Description	Responsible
8/21/2015	6/13/2016	Subject-Area Meetings and Video Resource Review	The strategy will be to have subject area teams (grade-level specific and vertically articulated teams of staff) view video resources that demonstrate effective instruction in a common core environment with group in conjunction with follow-up discussion on how to appropriately integrate into daily instruction. Peer to peer reflection and reporting during grade-level/administrator meetings and classroom observation data will be evidence of implementation. Some additionalal on-line video resources suggested by action planning members incude www.pa-commoncorestandards.com/resources/video and www.yourube.com/user/Huntinstitute/videos 	Administrative Team
8/18/2014	6/1/2018	Framework For Teaching	New teachers, as part of the district's induction program, and other professional staff members as recommended by administrators will examine the Danielson Framework and the evaluation process for determining the effectiveness of a classroom teacher. The PDE website will be utilized to enhance the educators knowledge of Act 82, the process of evaluation, the Danielson domains, and the development of student learning objectives. Feedback from administrator announced and unannounced observations, including walk-throughs, and the quality of the teacher's SLO and evaluations from the teacher induction program will indicate implementation. This implementation step will occur annually if determined as needed by the Administrative Team or if requested by new or veteran staff.	Administrative Team
Goal #2:		**Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.**		
Strategies		**Common Assessment within Grade/Subject**		
		Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing		
		Analyze Student Assessment Data		
Start	**End**	**Implementation Step Title**	**Description**	**Responsible**

6/5/2015	6/6/2018	Strategies for Teaching and Assessing Common Core Standards	Collaboration among staff members will be scheduled to review common core standards and corresponding activities and techniques that are necessary to have all students demonstrate proficiency in meeting the objectives and goals outlined by PDE in the PA Common Core Standards.	Building Level Administrators

Muncy SD
District Level Plan

Mission
Respecting individual worth, the Muncy School District will develop in each individual the knowledge, skills, and attitudes to become a lifelong learner, a positive contributor to society, and a successful competitor in the global marketplace, by providing a continuum of quality, creative educational experiences, through a partnership of dedicated personnel, supportive families, and a growing, progressive community rich in tradition.

Vision
Bridging The Past with the Future to Succeed in an Ever Changing World

Shared Values
We believe that:

·   Learning is a lifelong process influenced by life's experiences.

·   Each individual has unlimited potential.

·   All individuals have equal inherent worth and dignity.

·   Individuals learn in different ways and at different rates.

·   Personal responsibility and accountability are essential for the well-being of society.

·   Positive role models are essential to an individual's attitude toward life.

·   High expectations yield high results.

·   The family is the foundation for the development of the child.

·   A supportive partnership of family, school and community benefits all.

·   Education is the community's investment in society's future.

.   A safe and secure environment is essential.

Submitted in Accordance with Chapter 4, 12, 14, 16 & 49

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

206 Sherman St
Muncy, PA 17756
(570)546-3125
Evans Brandt, Portia

Muncy SD
District Level Plan

The Muncy SD is committed to using these goals as the blueprint for guiding the school district through the years.

«Goals»

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

Strategies

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

Technology Infrastructure Enhancement/Technology Access and Training Increase

Differentiating Instruction

Increased Quality Instructional Time

Differentiated Instruction

Teaching in a Common Core Environment

Analyze Student Assessment Data

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

Strategies

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

Analyze Student Assessment Data

Common Assessment within Grade/Subject