

Corry Area SD  
**District Level Plan**

# District Profile

---

## Demographics

540 East Pleasant Street  
Corry, PA 16407  
(814)664-4677  
Superintendent: Sheri Yetzer  
Director of Special Education: Amy Helsley

## Planning Process

The district level administrative team, which includes the Superintendent, Director of Special Education, Director of Secondary Education, and the Director of Elementary Education outlined the original plan and wrote the draft. Each component of the plan is then reviewed/revised by the comprehensive planning team.

## Mission Statement

The mission of the Corry Area School District is to prepare students to be lifelong learners and responsible citizens in a competitive global society.

## Vision Statement

All students who graduate from the Corry Area School District will possess the necessary foundational skills and abilities to be successful in their chosen pathway to a career or post-secondary education.

## Shared Values

We believe:

1. all students learn best in a safe, positive, organized, and healthy environment;
2. student assessment must be meaningful, aiding in the educational growth of the student;
3. learning is impacted by the students' psychological health and well being;
4. curriculum must be focused, standards-based, relevant and meaningful;
5. staff directed, relevant and meaningful professional development opportunities will continue to be the foundation of our success;

6. professional development is a continuous and lifelong process;
7. personal wellness and fitness are essential life habits.

## **Educational Community**

The Corry Area School District is located in Northwest Pennsylvania, about 35 miles southeast of Erie and about 8 miles south of the New York state line. The school district covers 215 square miles, and includes areas consisting of Concord Township, City of Corry, Elgin Borough, and Wayne Township in Erie County; Columbus Township and Spring Creek Township in Warren County; and Sparta Township and Borough of Spartansburg in Crawford County. There are four (4) schools in the District, including Corry Area Primary School (PK-2), Corry Area Intermediate School (3-5), Corry Area Middle School (6-8), and Corry Area High School (9-12). All schools combined, there are approximately 2020 students in the District. General characteristics of the District include the following: 52.7% of the student population is considered economically disadvantaged; and 22.8% of the student population receives special education services.

CASD's Career and Technical Education Center (CTEC) includes the following programs of study:

### **Automotive Technology**

Automotive Technology is a three-year PDE Approved Program of Study (SOAR) for high school students in Grades 10 through 12. Students learn about automotive maintenance and repair. This course is designed to provide a basic understanding of automotive systems, equipment, and industry standards. Students receive extensive theory instruction and actual "hands-on," tactile experience on late model vehicles to prepare them for careers in the high paying, fast changing automotive industry. Students are provided with access to the latest equipment and computer-based reference material. Upon completion of this program, students have the opportunity to take the Pennsylvania State Safety Inspection and Pennsylvania State Emissions Inspection Courses for Certification/Licensing. All CTE seniors take the National Occupation Competency Testing Institute (NOCTI) Exam to receive a PA Skills Certificate indicating the level of proficiency in this program area. Major content areas covered in this program are: safety, pollution prevention, PA State Inspection, PA Emissions Inspection, tire and wheel services, brake system diagnosis and service, scheduled maintenance, fuel system repair, steering and suspension diagnosis and service, drivability diagnoses and repair, and vehicle appearance care.

### **Building Property Maintenance Trades**

Residential and Commercial Maintenance is a three-year PDE Approved Program of Study (SOAR) course designed for you with emphasis on instruction in the following areas: safety-covers hand and power tools and on-the-job safety; electrical-basic house wiring and troubleshooting, service entrance equipment, plumbing power and hand tools, basic residential plumbing, installation of domestic water including iron pipe CPVC copper, pex and propress, and drain waste vent systems, and fixture installations; heating and ventilation-installation of hot air furnace and boiler systems;

building and installing ductwork from sheet metal; painting-includes interior and exterior finishes, drywall hanging and finishing; interior decoration-includes tile and painting; basic carpentry-includes power and hand tools, basic print reading, framing, roofing, flooring, siding, and sheathing; sheet metal work- includes flashing, fascia, and gutters; masonry-concrete work, such as sidewalks, driveways, and foundations; welding-basic stick and MIG welding. Students enrolled in the Construction Maintenance Trades Program will develop skills in both hand and power tools. Through a variety of experiences, they will become familiar with maintenance, repair, and preventive maintenance.

### **Cosmetology**

Cosmetology is a three-year course for students in Grades 10 through 12. Upon demonstrating successful completion of all necessary competencies, all students who successfully complete their 1250 hours of training may take their State Board of Cosmetology Exam. Upon passing their Boards, the students will become licensed and may possibly be able to work as a Cosmetologist. All earned hours accumulated are transferable upon graduation toward post-secondary training. This three-year program will include skills such as hair care, hair cutting, hair coloring, perming, skin and nail care, hair removal, wig services, and micro-dermabrasion. The theory portion will include skin and nail disorders/diseases, chemistry, anatomy, hair structure, and product knowledge. The course will also cover spa treatments along with State Law, professional ethics, sanitation and sterilization, and the business of cosmetology. For a successful career in the beauty industry, training is only the first stage in an ongoing learning process. Image, attitude and the ability to communicate with customers are all essential skills.

### **Early Childhood Education**

Early Childhood Education is a three-year PDE Approved Program of Study (SOAR) for high school students in grades 10 through 12. Early Childhood Education is a college preparatory course that provides hands-on experiences with young children in a laboratory pre-school setting. The curriculum incorporates competency-based tasks with classroom knowledge applied to practical, hands-on experiences as students plan, prepare, and operate a pre-school program for local children. Instruction will be included in all areas such as growth and development, nutrition, program planning and management, safety, behavior guidance, play activities, child abuse and neglect, parent-child personal relationships, learning experiences for children, professionalism, standards, curriculum and assessment, curriculum development, clinical experiences, and job seeking/keeping skills. The first year of the course teaches theory and Early Childhood Development very similar to first-year education courses at a university. During the 2nd and 3rd year, students will compile a personal career portfolio and will work towards the completion of the CDA pending successful achievement of specific components. A PA Skills Certificate will be awarded to seniors scoring Advanced for Early Childhood Care and Education. Hours will be compiled over the three years and awarded upon graduation, enabling higher, entry-level job positions and pay. Students will be able to work in a variety of childcare jobs including nursery schools, pre-schools, daycare centers, private homes, elementary schools, and institutions. This course provides an excellent background for those students interested in pursuing an Early Childhood and/or

Elementary Post-Secondary Degree. Articulation Agreements are in place for several post-secondary institutions pending successful completion of individual agreements. Additional certifications are available to students in a variety of areas.

### **Health Care Technology**

Health Care Technology is a three year program that prepares individuals to apply knowledge and skills in the healthcare occupations. Instruction is provided in the basic skills in a variety of areas associated with health occupations such as health and medical services, but is not limited to foundations of health (medical terminology); anatomy and physiology; legal, ethical and economic aspects of health care; clinical laboratory procedures; basic health occupations skills; aseptic techniques; OSHA regulations; and infection control. Clinical education is an integral part of the program. Students explore various health care occupations. The three year program will result in several certifications such as CPR, AED, and direct patient care certification. Students will take the Health Assisting NOCTI exam at the end of the three year program to earn a PA skills certificate.

### **Machine Tool Technology**

Machine Tool Technology is a three-year PDE Approved Program of Study (SOAR) designed to prepare individuals to apply technical knowledge and skills in all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling and feeds, and speeds of machining. Emphasis is placed upon bench work and the operation of lathes, power saws, milling machines, grinders, drills, and computer operated equipment (CNC). Instruction also includes the use of precision measuring instruments such as layout tools, micrometers and gauges; methods of machining and heat treatment of various metals; blueprint reading; and layout of machine parts. Instruction prepares students to operate all types of hand and computer controlled machines. High school students are strongly encouraged to take math courses, especially trigonometry, and if available, courses in blueprint reading, metalworking, and drafting. Students will earn NIMS certificates upon completion of the program and are eligible for Cooperative Education their senior year.

### **Welding Technology**

Welding technology is a three-year course designed for high school students in Grades 10 through 12 with emphasis in the following areas: principles of welding; welding draining, and weld symbol interpretation; shielded metal arc welding; gas metal arc welding; core arc welding; gas tungsten arc welding; manual oxyfuel gas cutting; mechanized oxyfuel gas cutting; manual plasma arc cutting; and manual air carbon arc cutting. Students can earn AWS certification as well as a PA skills certificate. Students enrolled in the Welding Technology program will develop skills in both hand and power tools. All areas incorporate safety with employability skills necessary. During a student's junior/senior year, he/she may participate in a supervised Cooperative Education Work Experience Program with a local business.

### **Diversified Occupations**

Diversified Occupations is for juniors or seniors who meet the age requirement of 17, who are not currently enrolled in a Career and Technical Education Program. This program combines “school-based” classroom study with “work-base”, on-the-job training with a local employer at a training site in business, industry, or government. Through this program, students with specific career objectives are matched with related employment experiences while they attend planned periods of related classroom theory during school.

Students who take a Career and Technical Education Program may take part in a paid, on-the job training program their senior year. Employment must be in a skill specific area and related to their career and technical program during the last year of their program multiple blocks per day.

### Planning Committee

Name	Role
Dan Daum	Administrator : Professional Education
Amy Helsley	Administrator : Professional Education Special Education
William West	Administrator : Professional Education
Sheri Yetzer	Administrator : Professional Education
Joel Cook	Board Member : Professional Education
Dr. Doris Gernovich	Board Member : Special Education
Lisa Cox	Business Representative : Professional Education
Kristi Elchynski	Business Representative : Professional Education
Brad Allen	Community Representative : Professional Education
Chris Johnson	Community Representative : Professional Education
Stacy Hirshmann	Ed Specialist - School Counselor : Professional Education
Mike McGinnity	Ed Specialist - School Counselor : Professional Education
Carrie Anthony	Ed Specialist - School Psychologist : Special Education
Nathan Bailey	Elementary School Teacher - Regular Education
Ann Clark	Elementary School Teacher - Regular Education : Professional Education
Vanessa Whitman	Elementary School Teacher - Regular Education : Professional Education
Cleve Holcomb	Elementary School Teacher - Special Education
Christel Jackman	High School Teacher - Regular Education : Professional Education

Michael Woods	High School Teacher - Regular Education : Professional Education
Dawna Lyngarkos	High School Teacher - Special Education : Special Education
James Coates	Middle School Teacher - Regular Education : Professional Education
Andy Kuzma	Middle School Teacher - Special Education : Professional Education Special Education
Olivia Wojcicehowski	Middle School Teacher - Special Education : Special Education
Susan Bailey	Parent : Special Education
Robin LaSalvia	Parent : Professional Education
Jen Yatsko	Parent : Professional Education

# Core Foundations

---

## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing



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

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

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
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	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent

American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

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

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

### High School Level

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

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

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

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

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

## **Curriculum**

### *Planned Instruction*

#### **Elementary Education-Primary Level**

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

Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
--	------------

Processes used to ensure Accomplishment:

Grade level teams will continue a review and revision process to create standards-aligned curriculum maps. These teams will meet on a regular basis to analyze student achievement data. Teachers work collaboratively to provide intervention and/or enrichment strategies to increase proficiency in the grade level. Benchmark assessments are established for ELA, Math and Science. Students are assessed three (3) times per year in ELA and Math, and two (2) times per year in Science. Additionally, weekly assessments are given in ELA followed by unit assessments every six (6) weeks.

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

Not Applicable

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

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

Processes used to ensure Accomplishment:

Grade level teams will continue a review and revision process to create standards-aligned curriculum maps. These teams will meet on a regular basis to analyze student achievement data. Teachers work collaboratively to provide intervention and/or enrichment strategies to increase proficiency in the grade level. Benchmark assessments are established for ELA, Math and Science that are administered four (4) times a year. Additionally, weekly assessments are given in ELA followed by unit assessments every six (6) weeks.

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

Not Applicable

#### **Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary	Developing

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

Processes used to ensure Accomplishment:

CASD will continue a curriculum review and revision process in which content teachers work to develop standards-aligned curriculum maps. The maps will outline each of the course offerings, include all units, list materials, resources, activities, and vocabulary, and include common unit and end-of-course assessments.

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

Not Applicable

### High School Level

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

Processes used to ensure Accomplishment:

CASD will continue a curriculum review and revision process in which content teachers work to develop standards-aligned curriculum maps. The maps will outline each of the course offerings, include all units, list materials, resources, activities, and vocabulary, and include common unit and end-of-course assessments.

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

Not Applicable

### *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.

Students are provided tiered support to access and master a rigorous standards-aligned curriculum. Tier one support is available to all students in every classroom. Tier two and tier three supports are available to students in need of additional support. Tier two and tier three interventions include small group intervention, tutoring, alternate assessments, reteaching, student assistance program, and special education services.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Building Supervisors

##### *Unchecked Answers*

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

CASD incorporates the PDE Educator Effectiveness model. This model provides for all Level 1 instructional teachers as well as one-third of our faculty to participate in the formal observation mode, which incorporates formal and informal observations and the use of the Danielson Framework for Teaching. The remaining two-thirds of the Level 2 instructional teachers participate in the differentiated supervision modes, which include portfolio, peer coaching, and self-directed action research.

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

Department Chairs and Grade Level Coordinators are not responsible for lesson plan reviews of their peers because they do not have supervisory responsibilities.

## *Responsiveness to Student Needs*

### **Elementary Education-Primary Level**

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

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

*This narrative is empty.*

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

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

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	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	Implemented in 50% or more of

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

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

*This narrative is empty.*

### Recruitment

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

The CASD advertises all open positions through multiple media sources. Applications are thoroughly reviewed by a committee of teacher leaders and administrators. Potential candidates are selected to participate in a first round of interviews. The final candidates are selected from the initial interview and return for a second interview. The second interview includes a demonstration of the candidates ability. Veteran teachers, as well as newly hired teachers, are assigned positions based on their certification and areas of expertise.

### Assessments

#### Local Graduation Requirements

Course Completion	SY 22/23	SY 23/24	SY 24/25
Total Courses	24.00	24.00	24.00



English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	68.00	68.00	68.00

### *Graduation Requirement Specifics*

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

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

### *Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education

program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
  - Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X			X	
Career Education and Work		X				X
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X	X	
PA Core Standards: Mathematics		X		X		
Economics		X			X	
Environment and Ecology		X				
Family and Consumer Sciences		X				

Geography		X	X		X	
Health, Safety and Physical Education		X				
History		X			X	
Science and Technology and Engineering Education		X				
World Language		X			X	

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Journeys End-of-Unit Assessments	X	X		
Course Mid-Term Exams and Final Exams			X	X
Math End-of-Unit Assessments	X	X	X	
PSSA		X	X	
Keystone Exams			X	X
PSAT				X
ASPIRE				X
NOCTI				X
NIMS				X
ASVAB				X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Study Island Benchmarks	X	X	X	X
Journeys Benchmark Assessments	X	X		
Letter, Sound, Word Assessment	X			
Fountas and Pinnell Benchmark Assessment System	X	X		

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Running Records	X	X		
Journeys Weekly Assessment	X	X		
Rocket Math Timed Fluency	X	X		
Observation	X	X	X	X
Discussion	X	X	X	X
Questioning	X	X	X	
Graphic Organizers	X	X	X	X
Individual Whiteboards	X	X	X	X

Think Pair Share	X	X	X	X
Self Assessments	X	X		
Rubrics	X	X	X	X
Teacher Created Quizzes and Tests	X	X	X	X
Engage NY Unit Tests				

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools		X	X	X
Core Reading Survey	X	X		
Qualitative Reading Inventory	X	X		
Pre-NOCTI				X
Fountas and Pinnell Benchmark Assessment System	X			

### Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
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.

There is not a formal process currently in place and this is an area we have identified for improvement.

### 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.

Not Applicable

### Collection and Dissemination

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

Grade level and department meetings are held on a regular basis to review multiple measures of student achievement. During these meetings, the grade level and/or department may review the following sources of data: Instructional Group, PVAAS Projections, Benchmark Assessment Results, Current Classroom Grades, Student Tardies and Attendance, Student Discipline, PSSA and Keystone Results. The team develops plans for students to address their specific needs.

### *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.

Once the data is reviewed, students are identified for Tier 2 and/or Tier 3 interventions.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA 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.

CASD utilizes Study Island Assessments as well as local developed rubrics, which are aligned to the PA assessment anchors and standards. When the students complete the assessments and the results are reviewed, teachers can institute enrichment and/or intervention opportunities for students as needed.

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

Not Applicable

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

CASD strives to consistently share information regarding student achievement and growth with parents and guardians through various modes of communication.

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

*This narrative is empty.*

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Every year, student achievement is reviewed through a systematic approach. District-wide data is analyzed, followed by building level and individual classroom performance.

Academic performance data, as indicated on the school performance profile, provides insight regarding whether or not students are achieving at the proficient level or higher.

Areas in need of improvement are prioritized, goals are set and monitored throughout the school year, and curriculum, instruction, and assessment methods are adjusted to enhance student learning.

CASD's school performance profile scores for the 2016-2017 school year reflect the

following:

**Corry Area High School - 62.0**

**Corry Middle School - 66.6**

**Corry Intermediate School - 85.1**

**Corry Primary School - 67.5**

Our Title 1 schools did not receive a federal designation; therefore, this provides evidence that our students are demonstrating growth and achievement toward the academic standards.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	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			X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

CASD employs one full-time school resource officer. The SRO is located at the Middle-High School, but provides assistance and/or guidance at the elementary level as well. The school resource officer is utilized in a proactive manner across the district.

### *Screening, Evaluating and Programming for Gifted Students*

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

Each school year, the Corry Area School District conducts several public awareness activities to inform the public of gifted education services and programs. The awareness

activities reach parents of school-age students enrolled in the public schools in addition to parents of school-age students not enrolled in the public schools. Several avenues are utilized to share the information with the public, such as: local newspaper, school calendar, student handbooks, district website, and through the mandated childfind notification.

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

Our process involves multiple ways a child who is thought to be gifted and in need of specially designed instruction are located. These include teacher referral, parent referral, classroom performance, and state and local assessment results. Students in grades 4 & 5 who are referred for a screening, go through the child study/student assistance teams in the district. Members review the screening process with the parent and obtains permission to screen. Referrals for students in grades 6-12 go directly to the special education office. The screening process involves the following steps:

**Grades K-3**

- KTEA II administered by Guidance in the areas of Math and Reading;
- A score of 115 or above in either Math or Reading are then given K-BITII by the school psychologist;
- A score of 120 or above, a formal gifted evaluation is conducted.

**Grades 4-12**

- Score of advanced on PSSA/Keystone Exam in either Math or ELA/Literature;
- K-BITII is administered by the school psychologist;
- A score of 120 or above, a formal gifted evaluation is conducted.

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

We utilize a rubric/matrix to determine eligibility. The student must score **23 or higher** on the rubric/matrix to be deemed gifted.

The rubric includes cognitive/intellectual functioning, academic achievement or specific academic aptitude, creativity, and leadership ability/performing and visual arts. We also consider rates of acquisition and retention. The procedures include the following steps:

A child study team member will meet with the parent to discuss results of the screen. If student does not meet gifted screen criteria, enrichment opportunities to be delivered by general education teacher in the general education classroom will be explained.

The school psychologist will send a NORA to the parent if the student does not qualify to proceed to a full evaluation.

**CASD Identification Matrix for Gifted Students**

**Grades K-3**

Formal Evaluation will include data collection review and the following measurements:

1. Academic Achievement (WIAT-III/ KTEA-III/WJ-IV) Broad or Clusters of Subtest
2. Gifted Rating Scale (GRS or GATES-2) completed by teacher(s)
3. Chuska Rates of Retention and Acquisition Scale



4. Cognitive/Intellectual Functioning (WISC V [unless other factors necessitate use of a different instrument to assess intellectual functioning], WAIS-IV, TONI-4, WJ-IV, PTI-2)

**CASD Identification Matrix for Gifted Students**

**Grades 4-12**

Formal Evaluation will include data collection review and the following measurements:

1. Academic Achievement (WIAT-III/ KTEA-III/WJ-IV or PSSA/Keystone Scores) Broad or Clusters of Subtest
2. Gifted Rating Scale (GRS or GATES-2) teacher
3. Chuska Rates of Retention and Acquisition Scale
4. Cognitive/Intellectual Functioning (WISC-V [unless other factors necessitate use of a different instrument to assess intellectual functioning], WAIS-IV, TONI-4, WJ-IV)

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

Students at both the elementary and secondary levels participate in acceleration and enrichment opportunities. Some examples of acceleration are grade level advancement in areas of academic giftedness, enrollment in college level courses, and grouping with like ability peers in math and/or ELA, change the level of difficulty in computer aided instruction, create a personal vocabulary list to include more challenging words, alternate assignments and projects/assessments, and opportunity to waive classes already mastered.

*Developmental Services*

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

RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

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

*This narrative is empty.*

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison			X	X
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:

*This narrative is empty.*

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites		X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	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
Family Involvement Nights	X	X		
Community Focus Group	X	X		
Parent Resource Center			X	X
Partners in Education Committee	X	X		

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website				
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Kindergarten Registration	X			
Health Alerts via School Reach	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.

CASD collaborates with community agencies to address various barriers to learning, such as:

1. Bullying - **SafeLine, The Caring Place**
2. Child Abuse/Neglect - **Office of Children and Youth**
3. Divorce/Blended Families - **Corry Counseling, Bethesda Children's Home**
4. Drug and Alcohol Use/Abuse - **Pyramid Health Care**
5. ELL, Immigration Status - **Intermediate Unit #5**
6. Family Issues, Mental Health - **Corry Counseling, Bethesda Children's Home**
7. Grief and Loss - **Caring Place**
8. Homelessness - **District Liaison**
9. Low Socioeconomic Status - **YMCA**
10. Physical Illness - **Corry Medical Group, LECOM Health Corry Memorial Hospital**
11. Poor Nutrition - **Power Up! Nutrition, Adiago Health, Nutrition Inc.**
12. Sporadic Parental Involvement - **Corry Counseling, Bethesda Children's Home**
13. Teen Pregnancy/Parenting - **ELECT, Life Care**

14. Victim or Witness of Violence - **Law Enforcement, Corry Counseling, Bethesda Children's Home, Crime Victims Center**
15. Military Deployment - **Recruiters**

### *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

### **Child Care**

CASD operates a licensed child care facility at 423 Wayne Street, Corry, PA 16407. Child care is available each school day in the PM only from 2:45-3:30. Parents are responsible for transportation from the child care site.

### **Preschool Early Intervention Program**

CASD offers preschool education through state funding sources (Pennsylvania Pre-K Counts). Our program targets four-year olds within the Corry community. In addition, CASD collaborates with IU5s Early Childhood Intervention Program. The IU5 program evaluates and provides services for children with special needs. Any parent concerned about his/her child's development may refer his/her child to the Early Intervention Program. A referral will be taken for children ages 2 years + 10 months up to the date that they are age-eligible to enter Kindergarten in their school district of residence. By the time a child is school-entry age the child may no longer have any special learning needs. If the child does continue to have special learning needs, it is usually recommended, by the parents' local school district, that intervention be continued within the public school setting. The Early Childhood Intervention staff will work with the local school district personnel to promote a smooth transition into an appropriate school-age setting for the child.

### **After School Programs/Tutoring**

Robotics, LEGO League, Recreational Programs, PIAA Athletics, ASL, 1:1/Small Group Tutoring, Clubs and Organizations, Community Service Projects, Band/Chorus/Musicals

### *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.

CASD communicates with IU5's Early Intervention Program to coordinate services for preschool age children with disabilities. Transition meetings are held in late February. These meetings include IU5, district personnel and parents/guardians for the students identified with a disability. During these meetings, the student's disability, the services provided, and goals are reviewed. A plan for the student's transition into the CASD is created.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

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

Provide explanation for processes used to ensure Accomplishment.

Grade levels within the primary school meet throughout the school year to review and revise their curriculum and share best practices. Students are provided differentiated instruction through the implementation of a master schedule. The master schedule provides daily small group instruction to students of similar abilities. CASD has a curriculum cycle plan, which outlines the process for review and adoption of new curricular resources.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Grade levels within the intermediate school meet throughout the school year to review and revise their curriculum and share best practices. Students are provided differentiated instruction through the implementation of a master schedule. The master schedule provides daily small group instruction to students of similar abilities. CASD has a curriculum cycle plan, which outlines the process for review and adoption of new curricular resources.

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

*This narrative is empty.*

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Departments within the middle school meet throughout the school year to review and revise their curriculum and share best practices. Students are provided differentiated instruction through various course offerings. CASD has a curriculum cycle plan, which outlines the process for review and adoption of new curricular resources.

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Departments within the high school meet throughout the school year to review and revise their curriculum and share best practices. Students are provided differentiated instruction through various course offerings and pathways. Students have the opportunity to take courses which will prepare them for their career or post-secondary education.. CASD has a curriculum cycle plan, which outlines the process for review and adoption of new curricular resources.

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

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

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



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

Further explanation for columns selected "

CASD does not utilize alternate academic content standards for math and reading. The areas of Economics and Family Consumer Sciences are not applicable to the primary level.

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of

	district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
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 "

CASD does not utilize alternate academic content standards for math and reading. The areas of Economics and Family Consumer Sciences are not applicable to the intermediate level.

### Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation

Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

CASD does not utilize alternate academic content standards for math and reading.

### High School Level

Standards	Status
Arts and Humanities	Full

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

Further explanation for columns selected "

CASD does not utilize alternate academic content standards for math and reading.

## Early Warning System

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

*Not answered*

## Professional Education

### Characteristics

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

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

CASD's professional development calendar includes workshops related to curriculum, instruction, assessment, data literacy, educator/principal effectiveness and school-wide programs such as positive behavior intervention support. Each year, administration outlines a professional development calendar with specific goals and programs.

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

We will conduct a needs assessment for building administrators and other educational leaders to determine the areas in need of professional development. Following the needs assessment, district administration will develop a professional development program for building administrators and other educational leaders, which will include strategic planning in the areas identified through the needs assessment.

Update on September 5, 2018 - Based on our data, we identified the need to provide struggling students with additional interventions during the school day. Building leaders and grade level coordinators/department heads collaboratively developed schedules and interventions intended to meet the needs of those same struggling students. While we have started to implement strategies to enhance learning for our gifted population, we feel more professional development is needed in this particular area.

### *Educator Discipline Act 126, 71*

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

Questions
The LEA has conducted the required training on:
9/1/2015 Educators completed online training and upon completion printed and submitted the certificate for verification. New employees complete the training as they are hired. A database is maintained for recording of completion.
The LEA plans to conduct the required training on approximately:
9/1/2020 The District will provide training as indicated above.

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

Questions
The LEA has conducted the training on:
11/2/2015 4 hours of Professional Development was provided by Safe Harbor Behavioral Health for educators in grades 6-12.

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

Questions
The LEA plans to conduct the training on approximately:
10/1/2019 The District will provide awareness education and training to educators responsible for teaching child exploitation curriculum K to 8th Grade.

### *Strategies Ensuring Fidelity*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

As a district, building, grade level and/or departments, various sources of student data are reviewed including state assessment results, school performance profiles, PVAAS projections, attendance and discipline, benchmark and local assessment to determine what professional development opportunities need to be offered.

Update on September 12, 2018 - District continues to review multiple sources of data as indicated above. The District also utilizes the IU Needs Assessment, Faculty Survey, and for the 2018-2019 school year implemented Personalized Learning Plans (PLP) where each

educator is responsible for self-driven professional development in an area of their choice. Time will be committed on professional development days throughout the school year for research and reflection on their learning plan.

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

*This narrative is empty.*

### *Induction Program*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

CASD requires all new teachers to attend an orientation session prior to the school year. At orientation, the teachers are provided with information pertaining to district and building level initiatives. In addition, teachers are assigned a mentor with whom they meet with



regularly throughout the school year. During the school year, new teachers attend induction meetings which focus on the Framework for Teaching, SAS, and district procedures. All new teachers are supervised by the Director of Elementary Education or the Director of Secondary Education to ensure a consistent system is being implemented district-wide.

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

*This narrative is empty.*

### *Needs of Inductees*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

As part of the supervision process, inductees are observed through walkthroughs and formal observations, their lesson plans are reviewed and the inductees provide written summaries of their planning and preparation and a reflection of their practice.

Update on September 12, 2018 - The Induction Program has been revised to a cohort model. The induction cohort meets quarterly throughout the school year to review the Educator Effectiveness Rubric, Building and District level programs and procedures. Each inductee is also assigned a mentor teacher who meets with the inductee at least once a month if not weekly and reviews building level procedures and day to day teaching responsibilities. The inductees also participate in an orientation prior to the start of the school year. At the orientation, they learn about various topics including special education, technology, facilities, business operations, and meet their mentors.

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

As of the 2014-2015 school year, the induction program has been expanded to a 3-year process. During the three year process inductees will complete a survey of the program and provide a written evaluation of the impact of the induction program in their transition.

Update on September 12, 2018 - Checked the use of of Inductee Surveys and Information collected from previous induction program as the District has surveyed the last three induction cohorts and used the data to revise the program as needed.

### *Mentor Characteristics*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

CASD selects mentor teachers based on multiple factors. These factors include the ability of the mentor to work with others, has demonstrated an understanding of curriculum, instruction, assessment, data literacy and district/building procedures and policies. The

mentor also has a similar teaching responsibility and is in the same building as the inductee.

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

*This narrative is empty.*

### *Induction Program Timeline*

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

If necessary, provide further explanation.

*This narrative is empty.*

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

As of the 2014-2015 school year, the induction program has been expanded to a 3-year process. During the three year process inductees will complete a survey of the program and provide a written evaluation of the impact of the induction program in their transition. The information will be gathered from both the mentor and the inductee.

Update on September 12, 2018 - Each cohort of inductees completes a survey at the conclusion of their first year regarding the Induction Program and its effectiveness in their transition into the Corry Area School District. The District compiles and reviews the results and revises the Induction Program as needed. In addition, the new teacher completes a narrative on their Mentor checklist about the Induction Program.

### *Recording Process*

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

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

*Unchecked answers*

*None.*

## Special Education

### *Special Education Students*

Total students identified: **459**

### *Identification Method*

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

The Corry Area School District currently utilizes the discrepancy model to determine eligibility for students with specific learning disabilities. All schools utilize a building level screening team model, Child Study (elementary) and Student Assistance Program (SAP) (secondary), by which to review individual cases, gather data and track effectiveness of interventions. Longitudinal data is collected for each student and is used in the analysis of achievement and ability testing to determine severity of discrepancy for identification. In addition, documentation is provided to rule out:

- Vision, hearing, or motor problems
- Intellectual disability
- Emotional disturbance
- Cultural and/or environmental issues
- Limited English proficiency
- Lack of instruction by qualified personnel

### **Referral Process:**

The district utilizes a structured referral process that is reviewed with school staff at the beginning of each school year. Building administrators and counselors facilitate SAP and Child Study team meetings and data reviews, with regular participation by classroom teachers, School Psychologists, mental health counselors and Speech/Language Pathologists (SLPs). The process includes:

1. Screening, including vision and hearing.
2. Review of classroom performance, assessments, and interventions provided prior to referral
3. Ongoing support to staff for the provision of effective strategies and interventions in supporting students presenting emotional, behavioral, social and/or academic concerns
4. Parent involvement and input
5. Running records that document implementation and progress monitoring of intervention strategies.
6. Identification of students who, even with strategic interventions, fail to make adequate progress in the general education curriculum and who may require a higher level of support, including specially designed instruction through special education.
7. Completion of Referral Interview to determine if interventions, data, and evidence justify an evaluation.
8. When the Referral Interview indicates an evaluation is warranted parent is notified and a Permission to Evaluate is completed by the school psychologist and presented to the parent.

### *Enrollment*

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

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

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

Over the last five years, there has been a steady decrease in the overall percentage of identified students within the Corry Area School District, and even though the rate remains higher than the state average, the gap has been closing. Latest data (2016-17 school year) indicates the district's overall percentage of special education enrollment is 20.06% compared to the state's 16.5%.

There are no significant disproportionalities across specific disability categories, and differences between the district and state are within 0-4%.

- Autism: 12.1% District vs. 10.7% State
- Emotional Disturbance: 12.3% District vs. 8.5% State
- Intellectual Disability: 7.7% District vs. 6.5% State
- Other Health Impaired: 14.2% District vs. 14.9% State
- Specific Learning Disability: 44.4% District vs. 41.8% State
- Speech and Language: 5.8% District vs. 14.7% State

Data over the last five years indicates a steady decline of students identified with an Intellectual disability, moving closer to the state average (9.1% to 7.7%). Areas of increase include Autism (8.6% to 12.1%), Emotional Disturbance (11.6% to 12.3%), and Other Health Impairment (8.7% to 14.2%)

Longitudinal demographics of the district are a significant factor in these trends. Corry Area School District is a rural and low income district, with 52.7% of our school district being classified as economically disadvantaged. According to the results of the Reach and Risk Assessment provided by the Office of Child Development and Early Learning, Corry falls in the "high" to "moderate-high" risk counties in Pennsylvania. According to the 2016-17 PDE School Performance Profile, Corry ranked in the top three school districts (out of thirteen in Erie County) in the following areas:

- Number of children under the age of five
- Percentage of economically at-risk families
- Number of students receiving free/reduced lunch
- Percentage of special education
- Percentage of school drop outs
- Geographical size in square miles

In addition, the community is significantly impacted by:

- generational reliance on government assistance
- non-traditional family structures
- highly transient population
- Child/parent with a disability, chronic health condition, or mental illness
- Domestic violence/trauma

- Substance abuse by parent
- Parent incarcerated
- Limited resources to support sustained employment

Many of our Early Intervention students begin Kindergarten with Speech and Language Support, which eventually becomes a secondary disability or a related service partnered with Emotional Disturbance, Intellectual Disability or Autism as the primary disability. This explains why the district's Speech and Language percentage is significantly lower than the State average, while percentages for Emotional Disturbance, Intellectual Disability and Autism are slightly higher.

To address the differences between district and state enrollment data, the Corry Area School District will continue to monitor and improve intervention, identification and exit procedures. Additional professional development, scheduling and resources at the elementary level are focusing on providing reading and math interventions prior to a student being referred for evaluation. SAP and Child Study teams will continue to provide intervention strategies and monitor student progress. The district has also developed a reevaluation process starting with the 2018-19 school year that will provide consistency and improve data collection for better informed decision-making.

### *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?

1. The Corry Area School District is currently not a host district under Section 1306.
2. If the Corry Area School District became a host district under § 1306 of the PA School Code, the district would be required to allow nonresident students to attend Corry public schools. As the host district, the district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs. If it is determined that an alternative educational setting will more appropriately address the student's educational needs, the Corry Area School District is responsible for providing the student with FAPE and any needed special education or services, including on-grounds education and supports provided by certified professionals, and transportation to an alternative educational setting. For children suspected as IDEA eligible students, the host school district is responsible for making decisions regarding the goals, programming, and educational placement for each student and maintaining contact with the student's resident school district for the purpose of keeping the resident school

district informed of its plans for educating the student and seeking the advice of that district with respect to the student.

As part of the district's Child Find obligations, students thought to be exceptional but not yet identified would be evaluated following IDEA and Chapter 14 procedures and timelines. If the student is found to be eligible for special education, an IEP and NOREP would be offered and the student provided with a free appropriate public education by the district.

3. The district would take proactive measures to minimize problems and/or barriers in meeting obligations under Section 1306, including communicating with the home district and previous placements to obtain school records, including special education documents, in a timely manner. Once the student's educational needs are determined, the student would be placed in the most appropriate educational setting, and FAPE provided. The district would periodically review and evaluate procedures and programs to ensure all students are receiving supports and services required, and that obligations for FAPE are being met.

### *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).

Currently there are no detention facilities for incarcerated youth located within the Corry Area School District. If such a facility were to locate within the district, the district would use existing Child Find procedures and timelines under IDEA and Chapter 14 to ensure FAPE is available and provided for any student identified as eligible for special education services. When the district is made aware of an incarcerated student who is potentially in need of special education services or thought to be exceptional, the district would follow the procedures developed for making a determination of eligibility as it would for any other student. Upon notification, the evaluation process would be initiated and, based on evaluation outcomes, an IEP would be developed and a NOREP offered. Program recommendations, related services, and specially designed instruction would be addressed based on evaluation findings to ensure the student receives supports and services required to provide FAPE.

If a student from Corry Area School District is incarcerated in a detention facility, the district works cooperatively with the host district, or LEA designate, of the facility, in providing records, evaluations, and other pertinent information that would assist in the proper identification of the student.



### *Least Restrictive Environment*

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

1. The Corry Area School District is committed to educating all students in the least restrictive environment and offers a continuum of support and services to meet individual needs. The first consideration for placement is always the regular education setting. The goal is to provide necessary supports and services to all students in the regular education environment. A continuum of placement options exist to provide the type and extent of supports a student may need. The IEP team is responsible for determining what supplementary aids and services could be provided to enable an eligible student to successfully remain in the general education environment. Placement options in more restrictive settings or programs are incrementally considered when full inclusion in the general education setting cannot meet educational, emotional or behavioral needs. The IEP team as part of the IEP process answers the questions regarding Supplementary Aids and Services and extracurricular activities to further clarify the needs in the least restrictive environment. The Corry Area School District provides an array of Supplementary Aids and Services in an effort to assist our students in meeting with success in the general education classroom.

The Corry Area School District has developed a continuum of special education supports that range from itinerant support in general education settings to full time placement in a special education classroom. The District considers and utilizes all supplemental aids and services that a student may benefit from as a means of providing a free appropriate public school education in the least restrictive environment. Accommodations to the learning environment, instructional strategies, behavior supports, adaptive equipment, and assistive technologies are put in place as a way to promote participation and allow students to remain in less restrictive settings. The removal from the regular education environment only occurs when education in that setting, even with supplementary aids and services, cannot be satisfactorily achieved.

2. Corry Area School District supports students with disabilities in accessing the general education curriculum in the least restrictive environment. Programs and trainings have

been provided to administrators, teachers and staff in order to enhance and expand the continuum of supports/services and education placement options available within the district, including Co-Teaching, Differentiated Instruction, Inclusion, Student Assistance Program, Data-driven instruction, New Teacher Induction, Technology Training and Transition Services, through district In-Service Training, Act 80 Days, Webinars/Teleconferences, Workshops, Site-Based Training, IU Training, PDE/PaTTAN publications.

3. Corry Area School District has met all SPP Targets for Indicator 5.

- SE inside regular education 80% or more
  - District: 69.7%; State: 62%; Target: 63.1%
- SE inside regular education 40% or less
  - District: 8.1%; State: 9.5%; Target: 8.5%
- SE in other settings
  - District: 2.5%; State: 4.9%; Target: 4.6%

Currently, the District has a small number of students placed outside of the district, the majority of which are either court placed in a residential facility or deemed a “medical necessity” for a partial hospitalization placement.

All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the placement continuum, beginning with programs and services at the student's home school building, flows through the following process:

- The placement decision is made at the IEP Meeting with full parent participation.
- The student's full range of needs are discussed.
- The full range of placement options are discussed and considered beginning with services provided in the regular education setting.
- Movement to a more restrictive setting outside of regular education is determined appropriate only when services could not be beneficial or appropriately delivered in the regular education setting.
- Decisions for placement are made solely upon the specific needs of the individual student.
- Whenever a student is placed into a program outside of the regular educational setting, within or outside of the Corry Area School District, the IEP Team always considers opportunities for the student to participate in appropriate programs, activities (curricular and extra-curricular), and inclusionary settings as appropriate.

- The district remains in regular contact with the placement facilities, participating in treatment planning, IEP, and transition planning meetings to ensure the delivery of FAPE and the student's successful return to the district.

### *Behavior Support Services*

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

1. The Corry Area School Board: *directs 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.*

School Wide Positive Behavior Supports: The Corry Area School District has implemented a behavior initiative under School-Wide Positive Behavior Intervention and Support (SWPBIS). Student expectations throughout the district, grades K-12, are Be Respectful, Be Responsible, and Be Ready. Through this initiative, the district's goals are to enhance and maintain a positive school environment, reduce problem behavior, increase pro-social behavior, and increase student achievement.

Students have daily exposure to the Expected Behavior Matrix in a variety of ways. The matrix is posted in classrooms and common areas, and lessons have been designed at the elementary level to directly teach expected behaviors from the *Best Beaver Behavior* matrix, which are also integrated into individual classroom management systems. At the Middle/High School levels, students are presented a review of expected behaviors and routines during the first few days of the new school year, discussing both classroom and school-wide expectations. Mini-lessons have also been developed to focus on specific components of the matrix throughout the school year.

Students are acknowledged for meeting behavior expectations through specific positive praise, parent contact, and classroom and school-wide incentives, including random awarding of Bx3! (B times 3!) cards. Bx3! cards entitle students to a variety of incentives, including drawings for prizes and, at the high school level, the "purchase" of Lunch Line Fast Passes. Additional creative tiered levels of good behavior acknowledgements are in place at all schools to motivate and maintain student buy-in.

Students who do not respond to this level of prevention may participate in specialized pro-

social skills groups, utilize individualized behavior charts, and/or check-in/check-out plans. The few students who do not respond at this more focused level, will move to a third tier which could include individualized counseling, functional behavior assessment, behavior screens and/or referral to outside services. Students whose behavior interferes with their learning or the learning of others will have a full functional behavior assessment and a positive behavior support plan will be implemented as part of the student's IEP.

2. The Corry Area School District provides regular training in the use of positive behavior supports, de-escalation techniques, and response to behavior. Administrators and special education personnel working directly with students are provided annual Handle With Care training by certified trainers within the district. Emotional Support teachers are trained in and use The Prepare Curriculum, Teaching Prosocial Competencies. IU5 and PaTTAN provide ongoing training as well as consultative support throughout the year to assist with individual student, classroom and/or school/district-wide behavior concerns.

3. School-Based Behavioral Health Services include: SAP - Student Assistance Program is a solution-building process with a goal of assisting students who may be experiencing difficulties that interfere with their academic success. An on-site SAP Mental Health Counselor is available to provide site-based psycho-social screenings for assessment, recommendations and/or short-term treatment, provides action plan/behavior management interventions, identification of agencies and/or resources, linking families and students to appropriate services, acts as a liaison between agencies and the school, and provides crisis assistance/intervention/postvention, as needed.

The Corry Area School district was chosen as one of three Erie County school districts to pilot a Community School Based Behavioral Health Program for the 2017-18 school year. The district was selected due to being the highest user of Behavioral Health Rehabilitation Services (BHRS) for non-autistic children outside of the Erie School District. Through this initiative, Community and School Based Behavioral Health Team Services (CSBBH), through a partnership with the Achievement Center and CCBH, offers opportunities to support elementary students at Corry Primary School (grades K-2) with behavioral and/or emotional challenges. Treatment is strength-based, individualized to address the family's particular needs and teach a child new ways to better manage feelings and behaviors. Services are provided in the school, home and community environments, and are available during school hours, in the evenings, on weekends, and during non-school times, including the summer months. The treatment team includes licensed therapists and certified staff who work together to serve a flexible caseload of students and their families. Since CSBBH Teams are based in the school, they have the ability to coordinate closely with school staff and complement school-district interventions.

### *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.

1. The Corry Area School District is able to offer a full continuum of services for most disability categories. At this time, there are no Autistic Support classrooms at the middle and high school buildings. However, students with autism are supported through Emotional Support, Learning Support, and/or Life Skills Support programs, as determined by the IEP Team and based on the student's individual needs. Presently, the district has no students for whom the provision of FAPE has not been provided with the agreement and endorsement of individual IEP teams.

The district continues to support placement in alternative settings as determined by IEP teams but endeavors whenever appropriate to provide FAPE within the public school setting. The LRE is reviewed for every student at a minimum of one time per school year, and whenever change of placement is a consideration for the provision of FAPE.

2. The Corry Area School District collaborates with other agencies to build service capacity through teaming with a variety of agencies and service providers involved with an individual student. The District is located in Erie, Crawford and Warren Counties, and utilizes a pool of providers and organizations that provide services for children who reside in these counties. In addition, the District works closely with IU5 for the provision of support, training, and consultative services.

For any particularly hard to place students with disabilities, the Corry Area School District initiates consideration and location of appropriate alternative settings, and commits to working through issues in a collaborative effort with the appropriate providers.

In order to ensure students receive the supports and services needed and for the provision of FAPE, the district continues to work cooperatively with agencies and facilities including: Barber National Institute, Beacon Light, Sarah A. Reed Children's Center, Bethesda Lutheran Services, Perseus House, Hermitage House Youth Services, IU5, OCY (Office of Children and Youth), CYS (Children and Youth Services), Juvenile Probation, Achievement Center, Corry Counseling and Family Support Services.

The district welcomes support staff from mental health programs, including wrap-around services, TSS, mobile therapy, and Community School-Based Behavioral Health Teams into our schools.

3. The district is currently consulting with county mental health provider agencies to explore logistics and sustainability of locating a partial hospitalization program within the school district.

# Assurances

---

## Safe and Supportive Schools Assurances

*No policies or procedures have been identified.*

## Special Education Assurances

*No policies or procedures have been identified.*

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Barber National Institute	Approved Private Schools	Autistic Support	4
Beacon Light	Other	Emotional Support	1
Cambridge Springs Elementary (IU5 Classroom)	Neighboring School Districts	Deaf/Hearing Support	1
Bethesda Lutheran Services	Other	Residential facility, Court/Agency placed	1
Bethesda Lutheran Services	Other	Acute/Partial Hospitalization Program	2
Harborcreek Youth Services	Other	Residential facility, Court/Agency placed	2
Abraxis	Other	Residential Treatment Facility Court/Agency placed	2
Sarah Reed Children's Center	Other	Acute/Partial Hospitalization Program	3

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

### PROPOSED PROGRAM INFORMATION

*Type:* Class

Implementation Date: February 22, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	4	0.75
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	2	0.25
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class and Position

Implementation Date: February 22, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 8	4	0.5
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 7	3	0.5
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: February 22, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	14	0.6
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.1
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	7 to 7	1	0.1
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 7	1	0.1
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 6	3	0.1
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #4 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 22, 2019

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 7	3	0.75
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 8	1	0.25
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

Operator: Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

Type: Class



Implementation Date: April 20, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	63	1
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class and Position

Implementation Date: February 22, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	18	0.65
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	6	0.35
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: April 20, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	21	0.5
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: April 20, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	24	0.6
Locations:				
Corry area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 12	7	0.4
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: February 22, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	1	0.1
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	2	0.5
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	1	0.1
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	1	0.2
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	1	0.1
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class and Position

*Implementation Date:* February 22, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	3	0.5
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	5	0.4
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	1	0.1
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* April 20, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 21	63	1
Justification: SLP sees students individually or with peers who are in the same grade/age range.				
Locations:				
Corry Area Intermediate School/Corry Middle High School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12**

Operator: School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	0.5
Locations:				
Corry Middle School (CS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	6	0.5
Locations:				
Corry Middle School (CS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: April 20, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	12	0.4
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.6
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: April 20, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	11	0.3
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Autistic Support	12 to 14	1	0.1
Locations:				
Corry Area Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	11	0.6
Locations:				
Corry Area Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #15 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: February 22, 2019

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	13	0.6
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	5	0.4
Locations:				
Corry Middle School (KG)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #16 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 20, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 14	3	0.5
Locations:				
Corry Middle High School (OW)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	8	0.5
Locations:				

Corry Middle High School (OW)	A Junior/Senior High School Building	A building in which General Education programs are operated		
-------------------------------	--------------------------------------	---	--	--

**Program Position #17 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 27, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 18	1	0.1
Locations:				
Corry Middle High School (LR)	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* February 22, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	9	0.2
Locations:				
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	2	0.2
Locations:				
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	1	0.1
Locations:				
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	1	0.1
Locations:				
Corry Area Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 14	2	0.4
Locations:				
Corry Area Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	12	0.4
Locations:				
Corry Middle High School (CTE)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	12	0.6
Locations:				
Corry Middle High School (CTE)	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	13	0.4
Locations:				
Corry Middle High School (KF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	11	0.6
Locations:				
Corry Middle High School (KF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: February 22, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	7	0.4
Locations:				
Corry Middle High School (TF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	15	0.5
Locations:				
Corry Middle High School (TF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	18 to 19	1	0.1
Locations:				
Corry Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #22 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: February 22, 2019

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 19	15	0.6
Locations:				
Corry Middle High School (PS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 19	5	0.3
Locations:				
Corry Middle High School (PS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	18 to 19	1	0.1
Locations:				
Corry Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #23 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: February 22, 2019



**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.4
Locations:				
Corry Middle High School (MG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	10	0.5
Locations:				
Corry Middle High School (MG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 16	1	0.1
Locations:				
Corry Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #24 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 22, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	18 to 21	9	0.9
Justification: Parents have signed waiver indicating that IEPs are able to be appropriately implemented despite age range.				
Locations:				
Corry Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	16 to 16	1	0.1
Locations:				
Corry Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #25 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 20, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Deaf and Hearing Impaired Support	7 to 16	3	1
Justification: Students participate in their grade appropriate regular education classroom with non-disabled peers for the full day. DHI Teacher works with students individually or in same age/grade range groups.				
Locations:				
Corry Area Primary School/Corry Area Intermediate School/Corry Middle High School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #26 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* February 22, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	14	0.5
Locations:				
Corry Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	0.3
Locations:				
Corry Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	2	0.1
Locations:				
Corry Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	2	0.1
Locations:				
Corry Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #27 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Learning Support	7 to 8	14	0.9
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	1	0.1
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #28 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 22, 2019

Explain any unchecked boxes for facilities questions: This is an ES/AS "push in" teacher.

She works with students within the regular education classroom.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	6	0.7
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 6	1	0.1
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	1	0.2
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Central Administration	1
Paraeducators	Corry Middle High School, Corry Area Primary and Corry	15

	Area Intermediate Schools	
Guidance	Corry Area Primary School, Corry Area Intermediate School, Corry Middle High School	6
Clerical Support	Central Administration	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	37.5 Hours
Physical Therapist	Intermediate Unit	1 Hours
Occupational Therapist	Intermediate Unit	2 Hours
Assisstive Technology Consultant	Intermediate Unit	1.5 Hours
Behavior Support Consultant	Intermediate Unit	10 Hours

# Needs Assessment

---

## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

N/A - None of our schools have been designated as priority or focus.

However, CASD will focus on the following areas of concern related to student performance: academic growth, subgroup performance and closing the achievement gap.

## District Accomplishments

### Accomplishment #1:

The school performance profile score for Corry Area Primary School **increased** by 7.7% in one year.

### Accomplishment #2:

The school performance profile score for Corry Area Intermediate School **increased** by 9.7% in one year.

### Accomplishment #3:

Corry Area Primary School has an average daily attendance percentage rate of 94%

**Accomplishment #4:**

Corry Area Intermediate School has an average daily attendance percentage rate of 95%.

**Accomplishment #5:**

Our Title 1 schools did **not** receive a federal designation; therefore, this provides evidence that our students are demonstrating growth and achievement toward the academic standards.

**Accomplishment #6:**

Over 60% of the students in 3rd grade reached proficiency on the Math PSSA for the 2017-2018 school year.

**Accomplishment #7:**

Over 88% of the students in the Career and Technical Education Center are proficient or advanced on their NOCTI and NIMS exams.

**Accomplishment #8:**

Since 2014, the Biology proficiency rate on the Keystone Exam has **increased** by 19%.

**Accomplishment #9:**

Since 2015, the Algebra proficiency rate on the Keystone Exam has **increased** by 16%.

**Accomplishment #10:**

For the Class of 2019, the proficiency rate on **all** Keystone Exams was over 65% for each exam (Algebra I, Biology, and Literature).

**Accomplishment #11:**

Based on the 2017-2018 Math PSSA for Grade 7, the proficiency rate **increased** by 18%.

**Accomplishment #12:**

Based on the 2017-2018 ELA PSSA, 4th Grade proficiency rate **increased** by over 6%.

**Accomplishment #13:**

For two consecutive years, 91% of our students in 4th grade achieved proficiency or above on the PSSA Science.

**District Concerns****Concern #1:**

The school performance profile score for Corry Area Middle School **decreased** by 3.5% in one year.

Concern #2:

The school performance profile score for Corry Area High School **decreased** by 18.8% in one year.

Concern #3:

22.8% of the students enrolled in the District currently receive special education services.

Concern #4:

A high percentage of new enrollments in the district are already identified and receive special education services from the sending school district.

Concern #5:

CASD continues to experience high levels of mobility during the course of the year.

Concern #6:

Based on the 2017 PVAAS data, the following grade/subject did **not** meet the growth standard for the previous year or in the 3-year rolling average.

- 6th Grade Math
- 5th & 6th Grade ELA
- Literature
- Biology

Concern #7:

20% of our High School students were chronically absent during the 2017-2018 school year.

Concern #8:

The number of students scoring proficient or above on the Grade 5 Math PSSA **decreased** by 15% during the 2017-2018 school year.

**Concern #9:**

The number of students scoring proficient or above on the Grade 5 ELA PSSA **decreased** by 19% during the 2017-2018 school year.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

22.8% of the students enrolled in the District currently receive special education services.

A high percentage of new enrollments in the district are already identified and receive special education services from the sending school district.

CASD continues to experience high levels of mobility during the course of the year.

Based on the 2017 PVAAS data, the following grade/subject did **not** meet the growth standard for the previous year or in the 3-year rolling average.

- 6th Grade Math
- 5th & 6th Grade ELA
- Literature
- Biology

20% of our High School students were chronically absent during the 2017-2018 school year.



**Systemic Challenge #2** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

22.8% of the students enrolled in the District currently receive special education services.

A high percentage of new enrollments in the district are already identified and receive special education services from the sending school district.

CASD continues to experience high levels of mobility during the course of the year.

Based on the 2017 PVAAS data, the following grade/subject did **not** meet the growth standard for the previous year or in the 3-year rolling average.

- 6th Grade Math
- 5th & 6th Grade ELA
- Literature
- Biology

20% of our High School students were chronically absent during the 2017-2018 school year.

**Systemic Challenge #3** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

22.8% of the students enrolled in the District currently receive special education services.

---

A high percentage of new enrollments in the district are already identified and receive special education services from the sending school district.

---

CASD continues to experience high levels of mobility during the course of the year.

---

20% of our High School students were chronically absent during the 2017-2018 school year.

**Systemic Challenge #4** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

Based on the 2017 PVAAS data, the following grade/subject did **not** meet the growth standard for the previous year or in the 3-year rolling average.

- 6th Grade Math
- 5th & 6th Grade ELA
- Literature
- Biology

**Systemic Challenge #5** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

Based on the 2017 PVAAS data, the following grade/subject did **not** meet the growth standard for the previous year or in the 3-year rolling average.

- 6th Grade Math
- 5th & 6th Grade ELA

- Literature
- Biology

**Systemic Challenge #6** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

22.8% of the students enrolled in the District currently receive special education services.

---

A high percentage of new enrollments in the district are already identified and receive special education services from the sending school district.

---

CASD continues to experience high levels of mobility during the course of the year.

---

Based on the 2017 PVAAS data, the following grade/subject did **not** meet the growth standard for the previous year or in the 3-year rolling average.

- 6th Grade Math
- 5th & 6th Grade ELA
- Literature
- Biology

# District Level Plan

---

## Action Plans

**Goal #1:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

### Indicators of Effectiveness:

Type: Annual

Data Source: Yearly review and revision of curriculum, instruction, and assessment methods for all grade levels, in all subjects.

Specific Targets: An increase in student performance as evidenced by a higher percentage of students achieving proficiency.

### Strategies:

#### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?))

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### *Instructional Conversations*

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html)) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf))

**SAS Alignment:** Instruction

### *Curriculum Mapping*

**Description:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

## SAS Alignment: Curriculum Framework

### *Increased Quality Instructional Time*

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

**SAS Alignment:** Instruction, Safe and Supportive Schools

### ***Implementation Steps:***

#### *Common Assessment within Grade/Subject*

##### **Description:**

Grade levels/departments will develop common assessments for each subject/content area. Educators will utilize Webb's Depth of Knowledge (DoK) to increase the rigor of their assessments beyond level 1 and/or 2. Ensuring assessments extend beyond simple recall of facts, encourages the use of higher level thinking skills among our students. As noted below, the complexity of thinking increases significantly from one level to another. Our ultimate goal is to develop assessments that require students to transfer their knowledge from one subject to another in order to problem solve and make decisions.

##### *Level 1: Recall and Reproduction*

Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.

##### *Level 2: Skills and Concepts*

At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.

### *Level 3: Strategic Thinking*

At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.

### *Level 4: Extended Thinking*

Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

**Start Date:** 8/26/2019      **End Date:** 6/3/2022

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

**Supported Strategies:**

- Common Assessment within Grade/Subject

## *Curriculum Mapping*

**Description:**

Grade levels/departments will review and revise their curriculum on a regular basis. Please note, curriculum is never finalized, nor is it ever "set in stone." Instead, curriculum is a fluid document that must be reviewed and revised on a regular basis to ensure consistency among curriculum, instruction, and assessments methods within and between grade levels/departments.

**Start Date:** 8/26/2019      **End Date:** 6/3/2022

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

**Supported Strategies:**

- Curriculum Mapping

## *Data Analysis Procedures, Data-Informed Instruction, Data Teams and Data Warehousing*

### **Description:**

Various types of data are reviewed on a regular basis to support instructional decisions within and among grade levels/departments. Grade levels/department teams meet throughout the school year to review benchmark data. This data is used to make instructional decisions regarding whole groups, small groups, and individual students. Assessment data will be stored through the student information system, Sapphire, in their Assessment Tracker.

**Start Date:** 8/26/2019    **End Date:** 6/3/2022

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

### **Supported Strategies:**

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

## *Instructional Conversations*

### **Description:**

Educators will engage in discussions with their students regarding the student's academic performance. Student performance on various assessments will be compiled over time and reviewed. Educators will use the information to monitor the students progress. As progress is monitored, the educator will communicate the student's performance with the student and parents/guardians.

**Start Date:** 8/26/2019    **End Date:** 6/3/2022

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

### **Supported Strategies:**

- Instructional Conversations



## *Increased Quality Instructional Time*

### **Description:**

A master schedule will be created and implemented at each of the schools. This approach will allow CASD to maximize their instruction resources efficiently and effectively. The master schedule will align to student needs and requests. The elementary students will receive both small group and large group instruction. Master schedule in the secondary will allow students a pathway to college and career readiness.

**Start Date:** 8/26/2019    **End Date:** 6/3/2022

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

### **Supported Strategies:**

- Increased Quality Instructional Time

**Goal #2:** Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

### **Related Challenges:**

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

### **Indicators of Effectiveness:**

Type: Interim

Data Source: Child Study and SAP Data

Specific Targets: Regular progress monitoring to determine if the suggested interventions are working. Adjust targets based on progress or lack thereof to continually work on areas in need of attention.

### **Strategies:**

*Multi-Tiered Systems of Support (MTSS-RtII)*

**Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

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

*Dropout Prevention Expansion***Description:**

WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate". (Sources: [Effective Strategies](#), [15 Effective Strategies for Dropout Prevention](#), [Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database](#), [Dropout Prevention](#), [Career Academies](#))

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

*SAS: Early Warning System***Description:**

The Educator Dashboard Early Warning System (EWS) is a free, voluntary tool available to all commonwealth LEAs. Building upon existing data, the EWS provides a lens through which schools are able to identify students at risk of dropping out, build a library of district-specific interventions, increase community partnerships and support schools set goals for student achievement improve student success rates. (Sources: [SAS: Early Warning System](#))

**SAS Alignment:** Assessment, Instruction, Safe and Supportive Schools

## ***Implementation Steps:***

### ***Multi-Tiered Systems of Support (MTSS-RtII)***

#### **Description:**

Create a list of potential interventions that can be provided to students based on their need. The school district will use child study and SAP to identify students in need based on a referral system which outlines barriers to student learning. Once students are identified, the teams will discuss and recommend interventions to provide students with support. Once provided those intervention, the teams will monitor the effectiveness of the interventions and the progress of the student.

**Start Date:** 8/26/2019      **End Date:** 6/3/2022

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

#### **Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)

### ***Dropout Prevention Expansion***

#### **Description:**

Building administrators, counselors, and teacher leaders will review current graduation rate and dropout data. The team will research effective dropout prevention strategies. Following the research, the team will implement selected strategies. After implementation, the team will monitor each year's graduation and dropout rates to determine the effectiveness of the selected strategies.

**Start Date:** 8/26/2019      **End Date:** 6/3/2022

**Program Area(s):** Student Services

#### **Supported Strategies:**

- Dropout Prevention Expansion

### ***SAS: Early Warning System***

**Description:**

The Corry Area School District will collaborate with PDE and our student management system, Sapphire, to implement the early warning system. Professional development will be provided to the building level administrators and school counselors on using the system. Once trained, students who are at-risk as potential dropouts will be identified and interventions will be provided to those students.

**Start Date:** 8/26/2019    **End Date:** 6/3/2022

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

**Supported Strategies:**

- SAS: Early Warning System

# Appendix: Professional Development Implementation

## Step Details

**LEA Goals Addressed:** 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**

Start	End	Title	Description
8/26/2019	6/3/2022	Common Assessment within Grade/Subject	Grade levels/departments will develop common assessments for each subject/content area. Educators will utilize Webb's Depth of Knowledge (DoK) to increase the rigor of their assessments beyond level 1 and/or 2. Ensuring assessments extend beyond simple recall of facts, encourages the use of higher level thinking skills among our students. As noted below, the complexity of thinking increases significantly from one level to another. Our ultimate goal is to develop assessments that require students to transfer their knowledge from one subject to another in order to problem solve and make decisions.

*Level 1: Recall and Reproduction*

Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.

*Level 2: Skills and Concepts*

At this level, a student must make some decisions about his or her approach. Tasks

with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.

*Level 3: Strategic Thinking*

At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.

*Level 4: Extended Thinking*

Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

Person Responsible	SH	S	EP	Provider	Type	App.
Grade Level	3.0	6	100	IU5	IU	Yes
Coordinators/Department Chairs						

Our ultimate goal is to develop assessments that require students to transfer their knowledge from one subject to another in order to problem solve and make decisions.

*Level 1: Recall and Reproduction*

**Knowledge**

Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.

*Level 2: Skills and Concepts*

At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.

*Level 3: Strategic Thinking*

At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.

*Level 4: Extended Thinking*

Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

The training provides teachers with the necessary knowledge to create assessments with critical thinking and rigorous questions. Teachers will take this knowledge to revise and create their final exams and unit assessments. This will ensure the use of common assessments across courses and grade levels.

**Supportive Research**

**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.
	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	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and







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.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation  
 School Whole Group Presentation  
 Department Focused Presentation  
 Professional Learning Communities

## Training Format

Classroom teachers

Principals / Asst. Principals  
 Supt / Ast Supts / CEO / Ex

Dir

School counselors  
 New Staff  
 Other educational specialists

## Participant Roles

### Grade Levels

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

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

## Follow-up Activities

Analysis of student work, with administrator and/or peers  
 Creating lessons to meet varied student learning styles  
 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.  
 Student PSSA data  
 Standardized student assessment data other than the PSSA  
 Classroom student assessment data  
 Review of participant lesson plans

**LEA Goals Addressed:** 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: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

Start	End	Title	Description
8/26/2019	6/3/2022	Data Analysis Procedures, Data-Informed Instruction, Data Teams and Data Warehousing	Various types of data are reviewed on a regular basis to support instructional decisions within and among grade levels/departments. Grade levels/departments meet throughout the school year to review benchmark data. This data is used to make instructional decisions regarding whole groups, small groups, and individual students. Assessment data will be stored through the student information system, Sapphire, in their Assessment Tracker.
		<b>Person Responsible</b> Building Level Administrators	<b>Provider</b> Corry Area School District
		<b>SH</b> 1.0	<b>S</b> 25
		<b>EP</b> 10	<b>Type</b> School Entity
			<b>App.</b> Yes

<b>Knowledge</b>	Educators will increase their data literacy and learn the format of a data team meeting. In addition, the information gained in the data team meetings will be used to address individual student needs.
<b>Supportive Research</b>	In order to make informed decisions, educators must consistently review and use student data to guide instruction.
<b>Designed to Accomplish</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

- 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**      School Whole Group Presentation  
Department Focused Presentation

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>
	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	
Dir	School counselors	Elementary - Primary (preK - grade 1)
	Paraprofessional	Elementary - Intermediate (grades 2-5)
	New Staff	Middle (grades 6-8)
specialists	Other educational	High (grades 9-12)

<b>Follow-up Activities</b>	This process is ongoing and will continue to be utilized.	<b>Evaluation Methods</b>	Student PSSA data
			Standardized student assessment data other than the PSSA
			Classroom student assessment data

**LEA Goals Addressed:**

**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: Instructional Conversations**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
--------------	------------	--------------	--------------------

Educators will engage in discussions with their students regarding the student's academic performance. Student performance on various assessments will be compiled over time and reviewed. Educators will use the information to monitor the students progress. As progress is monitored, the educator will communicate the student's performance with the student and parents/guardians.

8/26/2019 6/3/2022 Instructional Conversations

Person Responsible	SH	S	EP	Provider	Type	App.
Educators	2.0	5	30	Corry Area School District	School Entity	Yes

### Knowledge

Teachers will learn how to use data to conference with their students regarding their academic achievement.

### Supportive Research

It is important for teachers to know the abilities and performance of each student. It is also important for parents, guardians, and the students to know how they are performing.

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

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

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (prek - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	Other educational specialists		High (grades 9-12)
<b>Follow-up Activities</b>	Parents	<b>Evaluation Methods</b>	Classroom student assessment data
	Analysis of student work, with administrator and/or peers		
	Discussions with parents and guardians.		

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

### LEA Goals Addressed: Strategy #1: Increased Quality Instructional Time

Start	End	Title	Description			
8/26/2019	6/3/2022	Increased Quality Instructional Time	A master schedule will be created and implemented at each of the schools. This approach will allow CASD to maximize their instruction resources efficiently and effectively. The master schedule will align to student needs and requests. The elementary students will receive both small group and large group instruction. Master schedule in the secondary will allow students a pathway to college and career readiness.	<b>Person Responsible</b> Director of Elementary Education and the Director of Secondary Education	<b>SH</b> 2.0	<b>S</b> 3
					<b>EP</b> 75	<b>App.</b> Yes
				<b>Provider</b> Corry Area School District, IU5	<b>Type</b> IU	

Educators learn about the implementation of a master schedule at all buildings, which would maximize the use of all faculty and staff. The master schedule increases teacher contact time with students. In addition, tiered instruction through RTII will be utilized in all buildings.

## Knowledge

The single biggest impact on student achievement is teachers' time with students.

## Supportive Research

## Designed to Accomplish

- 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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For classroom teachers, school counselors and education specialists:

- 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.
- Instructs the leader in managing resources for effective results.

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

- LEA Whole Group Presentation
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

## Training Format

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

Paraprofessional  
New Staff  
Other educational  
specialists

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  
Standardized student assessment data other than the PSSA  
Classroom student assessment data  
Review of participant lesson plans  
Review of written reports summarizing instructional activity

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  
Joint planning period  
activities  
Journaling and reflecting

**Evaluation Methods**



# 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 for a minimum of 28 days.

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

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Superintendent/Chief Executive Officer*

# Special Education Affirmations

---

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

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

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

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Superintendent/Chief Executive Officer*

