

Trinity Area SD

District Level Plan

07/01/2017 - 06/30/2020

District Profile

Demographics

231 Park Ave
Washington, PA 15301
(724)223-2000
Superintendent: Michael Lucas
Director of Special Education: Pamela Wolosky

Planning Process

This District-wide planning process essentially began during the 2015-2016 school year. Multiple strategies have been employed to improve the curriculum and instruction at the high school. This plan involved an extensive review of our K-12 programs and the implementation of Understanding by Design with Learning Targets as an educational framework. The educational framework utilizes informal and formal assessments to drive the curriculum and instruction. Mechanisms are in place to examine instruction and curriculum, with the focus upon maximizing student achievement.

Alongside administrators, teacher leaders identified goals and the actions necessary to achieve them. We discovered that many of the needs identified at the high school level apply to the entire District; this discovery prompted the framework for this plan.

There are numerous stakeholders responsible for the design of the District's comprehensive plan. The teachers and administrators, along with identified parents and community members, will participate in ongoing dialogue to identify and prioritize current needs within the District. These conversations occurred during scheduled meetings throughout the 2015-2016 school year and will continue throughout the 2016-2017 school year.

PDE mandates and their ever-changing initiatives will be used to guide our decision making as well. We already understand that the PA Common Core Standards need to be met by our students. This requires the District to "raise the bar" at each grade level to meet the rigorous demands of these newly adopted standards. This change also demands reform in curricula, policy, instructional strategies, content, as well as a need for extremely high expectations of all students.

Data gathered from recent teacher and parent surveys has been analyzed. Current student academic data and post graduate data will also be reviewed and the results will determine additional strategies and interventions.

Mission Statement

The Trinity Area School District, in partnership with the parents and the community, prepares students to reach their fullest potential and to become contributing members of society.

Vision Statement

The long-standing tradition of pride and excellence in the Trinity Area School District is for each individual to have purpose, respect for self and others, confidence in one's abilities to be critical thinkers, life-long learners, effective problem solvers and communicators.

Shared Values

We Believe:

- *Every student can learn.*
- *Every student is entitled to a safe and nurturing learning environment.*
- *Every student has value and is treated with dignity and respect.*
- *Every student's independence, creativity, and leadership are promoted.*
- *Every student is equipped to be technologically literate, responsible and productive.*

Educational Community

Trinity Area School District is a public school system serving 3400 students in Southwestern Pennsylvania. It is located 35 miles southwest of Pittsburgh at the junction of Interstates 70 and 79.

The district serves the Washington County townships of Amwell, Canton, North Franklin, and South Strabane. Trinity Area is comprised of six technologically advanced school buildings; four elementary schools built in the early 1990's, an award winning middle school which was renovated in 1996, and a recently renovated high school. Trinity's dedicated staff is comprised of 251 teachers, 12 administrators, and 150 support staff members. The Trinity Area School Board continues to be a driving force in assuring that our students receive the best education possible.

Interestingly, the area is rich in history, traditions, and academic excellence. Trinity Area School District prides itself in providing a safe and healthy environment for students to learn. Trinity Area recognizes learning as a life-long pursuit requiring community involvement. The school district provides a comprehensive educational system from kindergarten through grade 12, including regular instruction, special education, vocational education, and necessary support services. Trinity Area is proud of its K-12 "teacher developed" curriculum that drives the instruction in each classroom.

Planning Process:

A diverse group of community members, parents, business representatives and various school stakeholders met through the spring and summer of 2016. They reviewed survey data and developed a vision and mission statement. They also reframed the belief statements to better reflect the entire Trinity Area School District community. In addition, administrators, teachers, and consultants answered needs assessment questions, and reviewed surveys and assessment data to create a district goal and action plans that would be driven by the district's vision statement. The plan was shared with the school board and was posted online for public comment. The administration reviewed the feedback and the plan was approved at the November 17, 2016, board meeting.

Planning Committee

Name	Role
Saundra Deems	Administrator : Professional Education Special Education
Peter Keruskin	Administrator : Professional Education Special Education
Dr. Michael Lucas	Administrator : Professional Education Special Education
Jack Minnick	Administrator : Professional Education

Gloria Nalepka	Administrator : Professional Education Special Education
Michelle Ostrosky	Administrator : Professional Education Special Education
Donald Snoke	Administrator : Professional Education Special Education
Dr. Beth Tully	Administrator : Professional Education
Jennifer Morgan	Board Member : Professional Education Special Education
Eric Lauver	Building Principal : Special Education
John Artuso	Business Representative : Professional Education
Chris Chambers	Business Representative : Professional Education
Frances Eates	Community Representative : Professional Education
Wendy Tiano	Community Representative : Professional Education
Dr. Constance Palmer	Consultant : Professional Education Special Education
Heather Watson	Ed Specialist - School Counselor : Special Education
Melissa Emery-Gillo	Ed Specialist - School Nurse : Professional Education
Dr. Rosa Tucker	Ed Specialist - School Psychologist : Professional Education Special Education
Lori Lape	Elementary School Teacher - Regular Education : Professional Education Special Education
Jennifer Yim	Elementary School Teacher - Regular Education : Professional Education Special Education
Melissa Santoro	Elementary School Teacher - Special Education : Special Education
Rebecca Booher	High School Teacher - Regular Education : Professional Education
Alyssa Cotton	High School Teacher - Regular Education : Professional Education
Janice Kuhn	High School Teacher - Special Education : Professional Education Special Education
Kathleen Underwood	High School Teacher - Special Education : Special Education
John Digon	Instructional Technology Director/Specialist : Professional Education
Leigh Dennick	Intermediate Unit Staff Member : Special Education

Leigh Dennick	Intermediate Unit Staff Member : Special Education
Dr. James Dowler	IU1 Consultant
Stephanie Lloyd	Middle School Teacher - Special Education : Special Education
Becky Siembak	Middle School Teacher - Special Education : Professional Education Special Education
Diane Ecker	Parent : Professional Education
Stacey McCullough	Parent : Professional Education
William Spencer	Parent : Special Education
Dr. Pamela Wolosky	Special Education Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary 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	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Not Applicable

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

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

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

Not Applicable

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

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

Not Applicable

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

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

Not Applicable

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Civics and Government

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

Middle Level

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

High School Level

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

Explanation for any standards checked:

The PA Common Core Standards were used to develop the curriculum maps K-12.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Trinity Area School District will continue to develop, enhance, and refine K-12 curriculum maps. Trinity Area will continue to use the *Understanding by Design with Learning Targets educational framework*. The curriculum maps will be reviewed and field tested by our content experts, who will engage in discussions about curricula quarterly throughout the school year. All curriculum maps will be available on the District web page for teachers, parents and community members to review. Principal walk-throughs, common or quarterly assessments and clinical observations will be used to gather evidence of how the curricula is being implemented.

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

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

Processes used to ensure Accomplishment:

Trinity Area School District will continue to develop, enhance, and refine K-12 curriculum maps. Trinity Area will continue to use the *Understanding by Design with Learning Targets educational framework*. The curriculum maps will be reviewed and field tested by our content experts, who will engage in discussions about curricula quarterly throughout

the school year. All curriculum maps will be available on the District web page for teachers, parents and community members to review. Principal walk-throughs, common assessments and clinical observations will be used to gather evidence of how the curricula is being implemented. Writing Across the Curriculum has been implemented and will be refined as well. STEAM-based initiatives with an emphasis on technology and robotics to assist students in comprehending the application of digital technologies.

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

Not Applicable

Middle Level

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

Processes used to ensure Accomplishment:

Trinity Area School District will continue to develop, enhance, and refine K-12 curriculum maps. Trinity Area will continue to use the *Understanding by Design with Learning Targets educational framework*. The curriculum maps will be reviewed and field tested by our content experts, who will engage in discussions about curricula quarterly throughout the school year. All curriculum maps will be available on the District web page for teachers, parents and community members to review. Principal walk-throughs, common assessments and clinical observations will be used to gather evidence of how curricula is being implemented. Writing Across the Curriculum has been implemented and will be refined as well. STEAM-based initiatives with an emphasis on technology and robotics to assist students in comprehending the application of digital technologies. Additionally, the creation of a Fab Lab will result in a variety of interdisciplinary activities.

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Trinity Area School District will continue to develop, enhance, and refine K-12 curriculum maps. Trinity Area will continue to use the *Understanding by Design with Learning Targets educational framework*. The curriculum maps will be reviewed and field tested by our content experts, who will engage in discussions about curricula quarterly throughout the school year. All curriculum maps will be available on the District web page for teachers, parents and community members to review. Principal walk-throughs, common assessments and clinical observations will be used to gather evidence of how curricula is being implemented. Writing Across the Curriculum has been implemented and will be refined as well. STEAM-based initiatives with an emphasis on technology and robotics to assist students in comprehending the application of digital technologies. The addition of Vocational Agriculture, Ag-Mechanics and Horticulture will enhance the career and technology curriculum offerings. Additionally, the creation of a Fab Lab will result in a variety of interdisciplinary activities.

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.

The teachers take an active role in the design and implementation of a student's IEP. The teachers are vital members of the IEP team that makes the necessary accommodations for our special population. The special education teachers and regular education teachers are also trained in co-teaching, differentiated instruction, and ways to employ inclusive strategies to assure that each special education student receives an appropriate education. Ongoing progress monitoring, modifications, and adjustments will be made throughout the school year to confirm the success of the special education students.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators

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

The District is using ongoing walk-throughs with immediate feedback to teachers and data collection to assure that the best instructional practices are being used in the classrooms. The common assessments and curriculum maps will also be utilized as tools to monitor the consistency among classrooms and grade levels.

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

The district does not have instructional coaches. However, the principals and department heads serve as instructional coaches by providing for teachers support and specific feedback on their instructional practices.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

If necessary, provide further explanation. (Required explanation if column selected was Not Applicable)

Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was Not Applicable)

Middle Level

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

gifted students.	
------------------	--

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

Not Applicable

High School Level

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

Not Applicable

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.

Trinity Area School District has an extensive hiring policy and specific interview procedures to identify the best possible teacher candidates. Local newspapers, www.pa-educator.net and media may be used to advertise employment opportunities. We also scour local schools of education for potential applicants. In addition, our newest teachers are provided an extensive induction program to assure their success as new teachers in the District. Only highly qualified teachers are hired. The District has transferred and will continue to reassign some of our best instructors to different classrooms, content areas or school buildings to best address the needs of students. This process has helped Trinity Area to maintain a balance of new and veteran teachers among our respective school buildings. It also exposes our most at-risk students to our best instructors. In addition, we limit teachers of high school AP courses to teaching only one AP class so they have time in their schedules to work with at-risk students as well. We have also distributed the classes of at-risk students among the departments to assure our students have equal access to our strongest teachers.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- 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.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				
Career Education and Work		X				
Civics and Government		X		X		X
PA Core Standards: English Language Arts		X		X		X

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
PSSA		X	X	X
End of Unit Common Assessments	X	X	X	X
AP Tests				X
Terra Nova	X			
Keystone Exams			X	X
ACT				X
SAT				X
Textbook Summative Assessments	X	X	X	X
Finals/Midterms			X	X
Performance Tasks	X	X	X	X
Projects	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Study Island Assessments	X	X	X	X
End of Unit Tests	X	X	X	X
Quarterly Exams	X	X	X	X
Textbook Chapter Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
------------------------------	------------	-------------	-----------	-----------

Teacher Developed Assessments	X	X	X	X
-------------------------------	---	---	---	---

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools		X	X	X
Scholastic Reading Inventory		X	X	X
ALEKS				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The district has developed common assessments within each content area. The common assessment, benchmark assessments and midterm/finals are reviewed by department heads and principals. Common assessments are included in most department resource sharing files and referenced in most curriculum maps. An assessment calendar is also developed to make certain that common assessments are administered within a specified window of time. This school year, the teachers will be trained on the design and analysis of summative assessments. This will ensure that testing is valid and reliable, and that teachers understand how to analyze and interpret assessment data in order to inform their respective practices.

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.

Departments develop their local assessments by reviewing the state standards, the SAS portal, and their curriculum. They work collaboratively together to develop a fair instrument to measure proficiency. The evaluation process is an ongoing process and the assessments are examined yearly.

Collection and Dissemination

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

Trinity Area uses Onhand Schools to review assessment data. This program enables teachers and administrators to analyze, desegregate and review various assessments efficiently and accurately. All teachers have been trained to use these tools. All new teachers are trained to use these tools during their induction program.

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.

Assessment data is used to identify students needing remediation and/or support during the school day. The data is also used to qualify students for summer school and after school tutoring.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Flexible grouping and ability level grouping occurs in most classrooms. These groups are according to students' readiness levels as per the particular skill being taught. In addition, a new standard based report card was issued at the elementary schools to assure the mastery of specific anchors. At the high school students are pretested with the CDT or ALEKS assessments to determine their level of mastery and consequential best course of action. Benchmark assessments are stored in a database to measure progress.

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

Not Applicable

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	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
EdInsight enables parents to check student grades online 24 hours a day. The EEP report cards are skills-based and not available on EdInsight.		X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Trinity Area communicates regularly with parents and community members through their webpage and mass phone/email system. All strategies listed above are regular practices of the district. Parent conferences and various public committees are common venues for community and parent discourse.

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

Not Applicable

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The administrators and the teachers review student assessment data often. They identify weaknesses and create action plans to address the needs of their building. This may consist of additional staffing, better resources or professional development.

Secondary examples:

- ALEKS (math remediation tool) was acquired to help our struggling math students at the high school. At the high school, the social studies teachers and science teachers have assisted in the reading and math instruction within their content areas.
- Reading apprenticeship and Writing Across the Curriculum training was implemented at the middle school and high school level to assure reading and writing was being taught in every content area.
- Tutoring was made available for every student.
- The implementation of a PBA period in the secondary schedule proved to be extremely beneficial to increase student achievement.
- The middle school restructured the time schedule to provide tutoring during the school day.
- Social Worker and guidance counselors are made available for students requiring additional support.
- The SAP Team is a central component for student success.

Elementary Examples:

- Additional special education teachers and support services have been added for students needing extra support.
- An additional school nurse was acquired to oversee the health and well-being of students in each building.
- Practice and resources for remediation were acquired for low achieving students.
- Tutoring was also made available for every student in grade 3-5.
- Social Worker and guidance counselors are made available for students requiring additional support.
- The SAP Team is a central component for student success.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	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
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:

The Trinity Area School District does have a School Police Officer. The chief is based at the high school, but he services all 6 district buildings. All staff and students have been trained in the ALICE program and protocols, to increase their chances of survival if an armed intruder were to be present. The District conducts ALICE, Lockdown, Fire Drills and Evacuation Drills. Annually, the local and state police conduct drug dog sweeps of the middle and high school. The District holds annual first responder meetings and there is a demonstration of the US Lifesafety program which the District utilizes to grant access to pertinent staff, student and building information.

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.)

Trinity Area School District Child Find Procedures:

Gifted Education- According to the Pennsylvania Department of Education's Gifted Guidelines, Trinity Area School District is primarily responsible for identifying all "children with exceptionalities", which includes school age children who are gifted and are in need of specially designed instruction.

Trinity Area School District will meet this requirement by utilizing the Terra Nova assessment to identify potential candidates for Gifted Education Services. In the fall of each school year, the Guidance Counselor will review the Cognitive Skills Index Score (CSI) of current third graders who took the Terra Nova assessment at the end of second grade. Parents/Guardians of students who earned a CSI score of 125 or greater will be notified in writing that the district would like to screen the child for Gifted Education Services. In addition, parents/guardians of students who move to the district after second grade will

be notified of the Gifted Education Services the district provides in the registration packet they receive. These parents/guardians may initiate the screening process by completing a Parent Request for Gifted Evaluation form, which is available on the district's website and in Guidance Counselors' offices.

If the parent/guardian grants permission to screen the student, the Guidance Counselor will administer a brief intelligence test, perform data collection and gather input from the student's teachers and the nurse. This information will be entered into a matrix and if the student meets the criteria, he or she will advance to a formal evaluation with the school psychologist, who will make the final determination as to whether or not the student qualifies for Gifted Education Services. The building principal will notify parents/guardians of the screening results by phone and in writing. Trinity Area School District will also conduct public awareness activities to inform its constituents of the Gifted Education Services provided:

The purpose of the public awareness activities is to:

- describe gifted services and programs that are available
- describe the needs of children served by these services
- provide an overview of the screening process
- outline how a parent/guardian may initiate the screening process
- explain confidentiality of information obtained about the student
- communicate rights to due process

Public awareness activities will include:

- printed informational brochures which will be housed in the Guidance Counselors' offices at each school
- dedicated space on the district's website
- an annual Alert Now automated voice and email message to parents/guardians
- an annual district-wide event to provide the community with the opportunity to hear about Gifted Education Services from professional presenters and to pose questions and concerns.

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

Trinity Area School District will meet this requirement by utilizing the Terra Nova assessment to identify potential candidates for Gifted Education Services. In the fall of each school year, the Guidance Counselor will review the Cognitive Skills Index Score (CSI) of current third graders who took the Terra Nova assessment at the end of second grade. Parents/Guardians of students who earned a CSI score of 125 or greater will be notified in writing that the district would like to screen the child for Gifted Education Services. In addition, parents/guardians of students who move in to the district after second grade

will be notified of the Gifted Education Services the district provides in the registration packet they receive. These parents/guardians may initiate the screening process by completing a Parent Request for Gifted Evaluation form, which is available on the district's website and in Guidance Counselors' offices.

If the parent/guardian grants permission to screen the student, the Guidance Counselor will administer a brief intelligence test, perform data collection and gather input from the student's teachers and the nurse. This information will be entered into a matrix and if the student meets the criteria, he or she will advance to a formal evaluation with the school psychologist, who will make the final determination as to whether or not the student qualifies for Gifted Education Services. The building principal will notify Parents/Guardians of the screening results by phone and in writing.

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

If the parent/guardian grants permission to screen the student, the Guidance Counselor will administer a brief intelligence test, perform data collection and gather input from the student's teachers and the nurse. This information will be entered into a matrix and if the student meets the criteria, he or she will advance to a formal evaluation with the school psychologist, who will make the final determination as to whether or not the student qualifies for Gifted Education Services. The building principal will notify Parents/Guardians of the screening results by phone and in writing.

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.

The curriculum at the Trinity Area School District is enriching and rigorous at face value. However when it is determined that a student requires acceleration, the student may advance to the next higher grade level or beyond. Students in the secondary level may take a variety of AP courses offered at the high school, or they may opt to attend a post-secondary institution to meet the acceleration requirements. Early college enrollment or early graduation are available to the students as well. Gifted activities are offered outside of the normal classroom environment, i.e., Odyssey of the Mind, Math League, Rube Goldberg competitions and other academically enriching functions.

Developmental Services

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

Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X
Mental Health	X	X	X	X
Social Services	X	X	X	X
Behavioral Services	X	X	X	X

Explanation of developmental services:

Trinity Area offers a variety of developmental services. Our principals and guidance counselors are trained to support any student or family facing a variety of challenges. Our goal is to help. We work closely with many community organizations to provide immediate assistance.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Trinity Area's school psychologist is equipped to diagnose and assess development concerns. Trinity maintains its own fulltime psychologist. Our psychologist works as a partner with families and doctors to identify learning needs and a plan for success. In addition, our principals and guidance counselors are trained to support any student or family facing a variety of challenges. Our goal is to help. We work closely with many community organizations to provide immediate assistance. The Trinity Area School District

has procured the services of a behavioral counselling service for all emotional support students. These specialists may work with additional students as well.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management				
Community Liaison				
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:

Our principals and guidance counselors are trained to support any student or family facing a variety of challenges. Our goal is to help. We work closely with many community organizations to provide immediate assistance for a variety of reasons.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Homeless and Foster Student Liaison is designated as the Assistant Superintendent of Schools for enrollment, transportation and educational opportunities.	X	X	X	X
--	---	---	---	---

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Inclusion models and co-teaching are promoted throughout the district. Teacher schedules are developed to support collaboration among the staff. Two-hour delays/early dismissal for students are also planned to promote the communication among teachers and staff development. After school tutors also receive information from teachers in regard to weaknesses and strengths.

Meeting minutes and agendas are routinely shared with teachers and administrators.

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

After school tutoring services and after school extracurricular activities are available to our students.

Child care and workforce development programs are not available.

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.
- All incoming Kindergarten students with disabilities will have a transition meeting with the building principals and a special education administrator.
 - All students are screened through several assessments to measure their readiness for kindergarten.
 - An orientation and several practice days are in place for our new Kindergarten students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The District recently purchased a K-6 Math program to provide consistency of resources and fidelity of curriculum and instruction for all students.

Primary level teachers provide feedback to building principals. At the department level, materials and resources are agreed upon. They may measure the use of instructional materials by collecting walkthrough or observation data. Principal walkthrough data is also analyzed monthly to assure best instructional resources and strategies are being utilized in the classroom.

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

Not Applicable

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Elementary level teachers provide feedback to building principals. At the department level materials and resources are agreed upon. They may measure the use of instructional materials by collecting walk-through or observation data. Principal walkthrough data is also analyzed monthly to assure best instructional resources and strategies are being utilized in the classrooms.

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

Not Applicable

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Teacher and student surveys may measure the use of instructional materials. Principal walkthrough data is also analyzed monthly to assure best instructional resources and strategies are being utilized in the classrooms.

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

Not Applicable

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

High school teachers provide feedback to building principals. At the department level, materials and resources are agreed upon. They may measure the use of instructional materials by collecting walk-through or observation data. Principal walkthrough data is also analyzed monthly to assure best instructional resources and strategies are being utilized in the classrooms.

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

Not Applicable

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of

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

Further explanation for columns selected”

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected”

This narrative is empty.

Middle Level

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

	Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected”

This narrative is empty.

High School Level

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

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

Further explanation for columns selected”

This narrative is empty.

Professional Education

Characteristics

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

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

materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's 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.

Principals are encouraged to empower teachers in supporting school and district initiatives. Principals are also encouraged to act as the instructional leader in their building to assure outstanding instruction. Active parent involvement is encouraged.

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

Not Applicable

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:
2/13/2015 All staff completed training and certificates are on file in the Human Resource Office
The LEA plans to conduct the required training on approximately:
8/20/2019 All staff will complete training and certificates will be on file in the Human Resource Office

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:
6/10/2015 All staff completed training and certificates are on file in the Human Resource Office
The LEA plans to conduct the training on approximately:
1/21/2020 All staff will complete training and certificates will be on file in the Human Resource Office

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

Questions
The LEA has conducted the training on:
2/13/2015 All staff completed training and certificates are on file in the Human Resource Office
The LEA plans to conduct the training on approximately:
8/20/2019 All staff will complete training and certificates will be on file in the Human Resource Office

Strategies Ensuring Fidelity

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

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

- At the end of each school year teachers are surveyed to identify professional development needs.
- A committee reviews the data and determines the focus for the school year based on teacher feedback and assessment data.
- Presenters are selected based on their credentials and experience.
- Ongoing support is provided through professional learning communities, consultants, mentors, administrators, and personal learning plans when appropriate.

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

Not Applicable

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Not Applicable

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

All new teachers attend a mandatory induction orientation. New staff members must attend mandatory monthly workshops. Each new teacher is assigned a mentor teacher. The Trinity Area Induction Program is evaluated at the end of the school year through a survey. Inductees and Mentors provide feedback at the end of the school year to examine ways to improve the program. Mentor teachers and principals meet regularly to monitor the progression of the new teacher through meetings, walkthroughs and observations. Progress is also tracked through a checklist log that is submitted at the end of the school year.

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

Not Applicable

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Not Applicable

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

A series of teacher activities is assigned to each inductee. The activities provide evidence of mastery and areas that need improved. The mentors and principals carefully monitor their progress. The Trinity Area Induction Program is evaluated at the end of the school year through a survey. Inductees and Mentors provide feedback at the end of the school year to examine ways to improve the program. Student data and teacher data are examined to plan the training for the next school year. Mentor teachers and principals meet regularly to monitor the progression of the new teacher through meetings, walkthroughs and observations.

Progress is also tracked through a checklist log and portfolio that is submitted at the end of the school year.

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

Not Applicable

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Not Applicable

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

Administrators review the history and performance of the mentors before they are selected. Then mentors are invited to accept the role and attend the mentor training.

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

Not Applicable

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X				
Assessments		X	X			
Best Instructional Practices	X	X		X	X	
Safe and Supportive Schools	X					
Standards	X					
Curriculum	X					

Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X				X	
Data informed decision making	X					
Materials and Resources for Instruction	X					

If necessary, provide further explanation.

Not Applicable

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Trinity Area Induction Program is evaluated at the end of the school year through a survey. Inductees and Mentors provide feedback at the end of the school year to examine ways to improve the program.

Mentor teachers and principals meet regularly to monitor the progression of the new teacher through meetings, walkthroughs, and observations.

Progress is also tracked through a checklist log that is submitted at the end of the school year.

A teacher portfolio is submitted as a final product to be reviewed by the administration.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **524**

Identification Method

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

Specific Learning Disabilities

Part I. Eligibility Terms and Procedures, as Defined by IDEA and PA Chapter 14

Learning Disabilities is 1 of 12 disability categories specified under IDEA. In Pennsylvania, state-level criteria for determining the existence of a specific learning disability is defined under Pennsylvania's education regulations, PA Code, Title 22, Chapter 14 (§ 14.125.). As indicated, "Each school district and intermediate unit shall develop procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures shall be included in the school district's and intermediate unit's special education plan in accordance with § 14.104(b) (relating to special education plans)."

General Procedures – IDEA/Chapter 14

1. As per Chapter 14, a Certified School Psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impairment, Specific Learning Disability or Traumatic Brain Injury.

2. As per IDEA and Chapter 14, the Certified School Psychologist will address whether the child does not achieve adequately or meet state-approved grade-level or age standards. The following areas will be considered when provided with learning experiences and scientifically based instruction appropriate for the child's age or state-approved grade-level standards:
 - Oral expression
 - Listening comprehension
 - Written expression
 - Basic reading skill
 - Reading fluency skills
 - Reading comprehension
 - Mathematics calculation
 - Mathematics problem solving

3. As per IDEA and Chapter 14, the Certified School Psychologist will determine that the findings under this section are not primarily the result of:

- A visual, hearing or orthopedic disability
- Intellectual disability
- Emotional disturbance
- Cultural factors
- Environmental or economic disadvantaged.
- Limited English proficiency

4. As per IDEA and Chapter 14, the Certified School Psychologist will ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics as a result of:

- Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.
- Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Part II. Eligibility Terms and Procedures, as operationalized by Trinity Area School District.

General Procedures- Trinity Area School District (TASD)

1. To determine that a student has a specific learning disability, the Certified School Psychologist utilizes a significant and severe ability - achievement discrepancy criteria. The pattern of strengths and weaknesses in performance, achievement, or both, relative to the student's age and grade placement are carefully considered.

2. To maintain consistency with Chapter 14 wording, the Certified School Psychologist completing the evaluation should clearly state the term "Significant and Severe Discrepancy" in the report when determining that a student is eligible under the specific learning disability category.

3. Significant Discrepancy is defined as:

- The reported discrepancy based on the correlation tables available in computerized scoring programs, if available for the achievement tests and major measures of intelligence

utilized in the assessment. In addition, the base rate of the reported significant discrepancy must be 10% or higher to be considered severe and unusual.

- In instances where program is not available to determine significance of disparity (UNIT, C-Toni, NNAT), “regression should be used in determining the existence of a Significant and Severe Discrepancy for learning disabilities eligibility.” T ASD will follow Heath & Kush recommendation of estimating the discrepancy based on a correlation of .65 (approximate median correlation between existing IQ & achievement measures). To obtain a discrepancy score, subtract IQ score minus achievement score. Compare the difference to the expected level using the Kush disparity table at the correlation level of .65. If the achievement standard score is less than the predicted score, then the difference is said to be a severe discrepancy and thus, the student is deemed eligible to special education services under the specific learning disability category.
4. The FULL Scale Intelligence Quotient (IQ) should be used as the best estimate of ability. If there are reasons to use part-scores Verbal Comprehension Index (VCI), Perceptual Reasoning Index (PRI), General Ability Index (GAI), Verbal Intelligence Quotient (VIQ), Non-Verbal Intelligence Quotient (NVIQ), follow the specific test manual’s guidelines and provide reasoning in the report. To consider using a part- score, the magnitude of the discrepancy **MUST BE** considered **BOTH** Clinically Significant **AND** Rare (present in less than 10-15% of the standardization sample).
 5. Use Wechsler Intelligence Scale (WISC-IV) General Ability Index (GAI) to predict achievement levels *ONLY* if the difference between GAI and Full Scale Intelligence Quotient (FSIQ) is significant (For this calculation, use the tables provided in the Technical Report #4, Harcourt Assessment, 2005).
 6. The District will utilize T-Scores or scaled scores with a mean and standard deviation different from those assumed by the Kush disparity table, (Mean of 100/ Standard Deviation (SD) of 15) convert the T-Scores or the Standard Scores to Scaled Scores with a mean of 100 and a standard deviation of 15. The resulting discrepancy should be based on the Kush disparity table at the .65 level. The end number will determine eligibility.
 7. Achievement scores to use when determining severe discrepancy should be composite scores. Single subtest scores are not statistically strong.

Specific Learning Disability - T ASD Identification Process

1. Once academic issues are observed at school, interventions are attempted AND documented (Title I, tutoring, etc.). If interventions are working, continued supports in regular education are provided.

2. If interventions are documented and not working, a Permission to Evaluate (PTE) or Reevaluate (PTR) is obtained. Time lines (60 calendar days) start upon PTE/PTR date of receipt documented by either the home school or the Special Education Office.

3. The evaluation is completed by a Certified School Psychologist within the 60 day time line. If the Certified School Psychologist determines the presence of a specific learning disability, the evaluation must include:

- Assessment of student's cognitive abilities
- Assessment of student's academic levels (individual assessment)
- Teacher(s) input regarding student's academic/social functioning at school
- Parent information to determine general functioning at home
- Observation in academic setting of reported difficulty
- Presence or lack of Intellectual Disability
- Presence or lack of Emotional Disturbance if appropriate
- Documentation of the presence or absence of exclusionary factors
- The "need" for special education services as determined by information documented in the Evaluation Report (ER)/Reevaluation (RR).

4. The Certified School Psychologist informs the Special Education Director of the findings and makes the report available for review by the regular education teacher and school principal.

5. If the student is identified with a specific learning disability and is in need of special education services, an Individualized Education Program (IEP) is developed within 30 calendar days of the date of the Evaluation Report (ER) or Reevaluation Report (RR).

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>

Trinity Area School District (TASD) has a disproportionate enrollment of speech and/or language impaired students. This disproportionality can be attributed to several reasons

within the district. TASD maintains classrooms within the district for all levels of special education services that house students with significant disabilities and students that are considered low incident cases from Kindergarten through 12th grade including: Autistic Support, Emotional Support, and Life Skills Support. In addition, the Hearing Support classroom is located at Trinity East Elementary School which is operated by the Intermediate Unit One; however, all Trinity students attending that classroom receive speech services from a TASD speech-language pathologist (SLP). Due to these programs being provided within the district, there is a higher level of speech and language support services required to meet the needs of the students attending these programs. Trinity Area School District is committed to working with the district's speech-language pathologists to ensure they are following uniform entry and dismissal procedures throughout the district for speech and language support services. These requirements include using standardized assessments, progress monitoring data and reviewing student grades and performance in the classroom. Prior to enrollment in speech and language support services there should be initial intervention provided by the speech-language pathologist to the classroom teacher. The speech-language pathologist will engage in new and expanded roles that incorporate prevention and identification of at-risk students through indirect services to support struggling students. This involves a decrease in time spent on traditional models of intervention (e.g., pull-out therapy) and more time on consultation and classroom-based interventions. For example, kindergarten screening results will be analyzed to determine students' understanding of language concepts so consultation can be provided to general education teachers to support the language development of all students not just those that have IEPs. The district speech-language pathologists can push-into kindergarten classrooms during phonemic awareness and language based activities and support instruction to the students' that have demonstrated a need in these areas from the kindergarten screening process. This early intervention should assist in decreasing the enrollment in speech and language support services in higher grades.

The TASD speech-language pathologists have expanded roles within their schools as well. The SLPs will continue to educate the staff about the role of speech and language support services within the school. As a whole, the district has seen an increased amount of enrollment for English Language Learners (ELL) and students from out of state due to more economic growth in the area, some attributed to the oil and gas industry. Due to this increase in enrollment, many ELL students that do not qualify for traditional ELL services often require speech and language support services to provide support for language instruction. The district speech-language pathologists are often involved in the assessment and treatment of students' requiring assistive technology devices to work on oral and written communication skills which requires more extensive intervention from the SLP. IEPs often determine that social skills training can be provided by a speech-language pathologist within a school instead of the use of a social worker.

TASD provides continuing education opportunities to their SLPs to promote a greater understanding of current entry and dismissal criteria. This increases models that may be beneficial for use prior to enrollment in speech and language support services. These opportunities can be obtained through local and national conventions such as the Pennsylvania Speech-Language-Hearing Association convention or the American Speech-Language-Hearing Association convention. In addition, the district supports continuing education opportunities provided locally through PaTTan Pittsburgh and the Intermediate Unit One. Finally, an audit by an outside agency of the speech and language support files will be completed to ensure that all district speech-language pathologists are following and educated on uniform entry and dismissal criteria for speech and language support students.

TASD has a higher percentage of Special Education enrollment in the category of Emotional Disturbance. This disproportionality can be attributed to the improvement of the District's identification process in this area. The district employs one full time Certified School Psychologist which oversees the referral process. Prior to issuing a Permission to Evaluate (PTE) for students with suspected emotional disturbances, the Certified School Psychologist gathers pertinent student data that assists in determining the assessments needed for evaluation. This includes social history, psychiatric evaluation, emotional and behavioral scales, input from teachers, parents, and outside agencies. The consistency of this evaluation process and the addition of emotional support programs operated within the district has accurately identified students with emotional disturbances. Students are educated in their least restrictive environment which is usually within district operated Emotional Support Programs.

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?

TASD provides services to non-resident students as per Section 1306 of the Public School Code. However, if such an institution should open within the District's boundaries, the District would follow the state guidelines to assure the student receives the appropriate special education services and education in the least restrictive environment within the required time lines. These guidelines are stipulated in the Basic Education Circular, Non-Resident Students in Institutions.

All students are registered and enrolled in the district within five (5) days, as required. A Free Appropriate Public Education (FAPE) is provided to all students who are determined eligible to receive special education services. Clear enrollment procedures exist within the

District. All new students are enrolled by the District's Enrollment Secretary whose office is located in the main office of the high school. Upon enrollment, the Guidance Secretary contacts the student's previous school and requests all school records for the student, including special education records. If the Special Education Department does not receive the student's special education records, then the ACCESS Coordinator/Special Education Secretary contacts the Special Education Department in the student's former district and specifically requests the student's permanent special education records. The District developed this follow up procedure to ensure that all special education students promptly receives the special education services that he/she are entitled to receive within five (5) business days. IEPs are adopted upon enrollment and new NOREPs are issued. All special education decisions are made through the IEP team process.

Currently, as the resident school district (the district in which the parent resides), TASD acknowledges residency through the PDE 4605 form, Determination of District of Resident Students in Facilities or Institutions. The TASD then pays the tuition bill when invoiced from the providing district. When a district which provides the special educational services to a non-resident student, the Trinity Area School District will acknowledge and pay the invoice supplied by the providing district for special education services provided. At this time, the only barrier that exists which limits the District's ability to meet its obligations under Section 1306 of the Public School Code is the extensive amounts of time the group agencies take in notifying the District of a new student. A high level of communication between agencies and the District minimizes the challenges involved with providing a free, appropriate, public education (FAPE) for students with disabilities who are determined to meet the criteria under Section 1306.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The District's Annual Public Notice is published in the local newspaper, The Washington Observer-Reporter, on the District's web page, and posted within each of the District's schools and central office, thus making community members aware of the screenings available and services offered by the District.

When the District is aware that a school-age student with a disability has been incarcerated, the LEA contacts a representative from the correction facility to expedite the process and necessary paperwork to get an appropriate educational program in place for that student.

When the District receives the Determination of District of Residence for Students in Facilities and Institutions-Form 4605, the District verifies the family's residence, signs, and returns the form.

Each school building within the District has a copy of the Basic Educational Circular (BEC) regarding this issue. The District administrators have a collaborative working relationship with local law enforcement officers which helps to safeguard the confidentiality of the students with disabilities who are incarcerated.

The Trinity Area School District (TASD) collaborates with the Washington School District in providing educational services to students with special needs who are incarcerated in the Washington County Jail. Washington County employs a teacher for students with disabilities who are incarcerated. Washington School District supplies resources for the identified students within the jail. When a student with disabilities enters the jail, the teacher notifies Washington School District of the enrollment. The student is offered the option of either obtaining a (General Education Diploma) GED or completing the graduation requirements for earning a diploma through Washington School District. If the student chooses to earn a diploma, then time lines necessary for a Reevaluation Report (RR)/Individualized Education Program (IEP) are followed and a program is designed to meet the student's needs.

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.

TASD makes every attempt to include students with disabilities in the general education setting with supplementary aids and services. The Trinity Area School District recognizes the legal requirements of Least Restrictive Environment (LRE) and embraces the philosophy. The District utilizes a team approach when considering placements for students with disabilities, beginning with the neighborhood school. Inclusion in the home school setting is always the first option, and includes a team discussion and review of educational options by members of the multiple disciplinary team. Individuals included on the team are: Certified School Psychologist, building administrator, regular and special education teachers, related service providers, other members of the support staff, Director of Special

Education, and parents. These individuals review the data and determine whether or not building level supports are sufficient to meet the student's needs. If the building is not able to provide sufficient supports and services, the team looks to other elementary or secondary buildings in the District in order to determine whether or not specialized in-district programs can meet the student's needs. When making placement decisions, the team always considers the full array of supplementary aids and services, and related services that can be provided within the buildings in order to maximize inclusion. The District utilizes the IU 1 to support specific training provided by the Training and Consultation Department for student-specific training in areas such as behavioral interventions, autism, assistive technology and vision/hearing. The District also uses private providers for support in areas that require specialized training. If the team determines that the student's needs are such that inclusion in the neighborhood school building would be inappropriate, then the team may investigate programs outside of the district's buildings, which may include IU 1 programs that are operated in specialized centers or multi-district classrooms, approved private school placements, or non-traditional brick and mortar options. In all of these extreme situations, the District's Special Education Director oversees the process in order to ensure that every effort is made to include the student in the neighborhood school where the student can receive a Free and Appropriate Education (FAPE) in the student's LRE.

A student is placed in a more restrictive setting, outside of the regular education environment, only after exhausting all other options. The goal of the District is to provide a FAPE for all students in their LRE. The District's philosophy is to provide students with special needs the support and services that they require within the District. The District offers programs at each level (elementary, middle, and high school) for the following disability categories: Autistic Support, Learning Support, Life Skills Support, and Emotional Support. With the addition of the emotional support classrooms at all levels, the District is able to provide emotional support services with a therapeutic component. This gives the District the ability to provide educational, emotional, social, and behavioral services to students with significant emotional disturbances the support that they require in their home district and not in an out of district placement. The District attempts to provide high quality programs for students with significant and complex learning needs in the District or as close to the District as possible. When a student requires an out of district placement, the IEP team reviews the evidence at least bi-annually in an effort to return the student to the District with the needed supports in order for the student to achieve: academically, emotionally, socially, and behaviorally.

The District utilizes the Supplementary Aids and Services (SAS) Consideration Toolkit as a framework for identifying appropriate supports which enable students to achieve success within the general education environment. The IEP team is charged with providing specially designed instruction and supports for school personnel so that all teachers, support staff members, and administrators are prepared to meet the needs of students with

disabilities in the general education setting. A full array of supplementary aids and services are reviewed and implemented based on student needs.

The Trinity Area School District believes that all students have the right to be educated in their home school with their non-disabled peers. In the case of students who are referred for outside placement, the district utilizes the IEP process to make that determination. The team examines the general education setting and which, if any, Accommodations/modifications would be needed for the student in that environment. It is only after examining all options, which include the co-teaching model, paraprofessional support, accommodations/modifications of the pace and delivery of the curriculum, and behavioral intervention plans, that the team will determine if the student's needs are best met in a more restrictive placement. Prior to considering an out of district placement, the IEP team will consider if more time spent in a special education classroom would suffice to support the identified needs. It is only after reviewing all the continuum of services that a more restrictive placement may be indicated. This usually occurs when the student needs more intensive and specialized services.

In order to address the learning, emotional, and behavioral needs of the students with special needs, faculty, support staff, and administrators have participated in extensive training and adopted the philosophy of co-teaching model across grade levels and curriculum. Co-taught classes are offered in the core content areas. Students with special needs who require additional instructional support receive the support at various times throughout the school day. Students with significant disabilities (.ie. Autism, Intellectual Disability) are supported with a curriculum that uses the alternative eligible content in the content areas of language arts and math. Students with disabilities participate in elective courses with supplementary aids and services, as outlined in their Individualized Education Plans (IEP).

The least restrictive environment (LRE) is determined by the IEP team for all students. First, the IEP team considers the general education classroom with supplementary aids and services before considering a more restrictive environment. However, if a more restrictive environment is deemed appropriate by the IEP team, then a more restrictive placement is offered.

In order to provide students who have emotional disturbances with a therapeutic component, the District employs both licensed social workers and private counselors to provide the students with the emotional, social, and behavioral support that they require in order to be successful. The District has contracted with a private counseling agency to provide intensive counseling services for all students enrolled in the emotional support programs and are in need of intensive therapy during the school day. Therapists, licensed social workers, special education teachers, regular education teachers, guidance counselors, special service aides, and administrators work intensively with students who

have emotional and behavioral needs and provide these students with proactive, preventative, and reactive therapeutic strategies to use in order to minimize emotional barriers and maximize student achievement. Many outpatient mental health services, individual therapists, outpatient drug and alcohol counselors, and supportive services are available to students and families throughout the District. Social workers from Intermediate Unit 1 are employed by the District to provide lessons in social skills training within each of the District operated emotional support programs. These social workers provide social skills instruction to students within the autistic support classrooms, too.

The District employs thirty five (35) special education special service aides who provide one-on-one or small group support to students with disabilities. An intensive needs checklist is completed which outlines the areas in which a student needs support in order to be successful in the least restrictive environment. The level of special service aide support needed is determined by the IEP team reviewing the documented needs indicated on the intensive needs checklist. The District only employs special service aides who have attained highly qualified status. All District special service aides participate in a minimum of twenty hours of professional development yearly. Also, all special service aides are certified in first aid, Cardio-Pulmonary Resuscitation (CPR), and Crisis Prevention Intervention (CPI).

Researched-based curriculum materials are used throughout the District and all teachers providing instruction have received training on implementing the specific curriculums with fidelity. Examples of the curriculum used for students with disabilities who require a more specialized instruction include: The Language! Program, TouchMath, Earobics, EdMark Reading, and Wilson Reading. The District consults with experts from The Watson Institute on an ongoing basis in order to replicate Autistic Support programs that utilize researched based strategies and techniques such as those used in the TEACHH methodology.

Yearly training is provided to staff so the special education teachers, regular education teachers, related support provides, and special service aides can provide appropriate instruction to students with disabilities. The District provides trainings for staff on professional development days. Trainings are provided by PaTTan, Intermediate Unit 1, Director of Special Education, District trainers, Certified School Psychologist, transition coordinator, and professionals from outside agencies. Online courses and webinars are another source for obtaining professional development.

The District is committed to full compliance with all state and federal mandates in regard to student placement in their least restrictive environment. Placement options are always considered from least restrictive to most restrictive. Currently, the District has twenty two (22) students placed out of the district. The Director of Special Education evaluates all out of district placements on an ongoing basis to ensure FAPE and least restrictive environment (LRE) are met. The District provides additional supports to students with significant educational needs in order to have their needs met within the District, LRE. These services include: transition support, social work, psychiatric services, and counseling

services by outside counselors, therapists, related service providers, and school psychologists. The District modifies curriculum, programs, and support services in order to educate all students in their home school to the greatest extent possible.

Autism Consultant: The District has entered into a consultation agreement with The Watson Institute so that their clinical experts can provide in-service, guidance, and technical support to the students, teaching staff, administrators, and parents regarding the needs of students diagnosed with autism spectrum disorders. Additionally, a few of the District's teachers who teach in the Autistic Support Classroom within the District have attended TEACHH training provided by D.T.Watson. Plans are in place for all teachers who are teaching within the District's autistic support classrooms to become certified in using the TEACHH Model of instruction. One of the five District speech and language pathologists has been trained and certified in the TEACHH Model of instruction. This ensures that all parties responsible for providing services to the student have the skills necessary to address the special needs of student with autism.

The District operates its own autistic support programs.. Previously, these classes were operated by Intermediate Unit 1. The District operates two (2) elementary level, one (1) middle level, and one (1) high school level autistic program. The District accepts students from other school districts who are appropriate for the District's autistic support program. Currently, three (3) different school districts have a student placed within the Trinity Area School District's autistic support programs.

The District operates its own emotional support programs. Many students returned to the District from outside placements. Emotional support programs are provided at each level, including two (2) at the elementary level, one (1) at the middle level, and one (1) at the high school level. Additional supports are provided by social workers, guidance counselors, therapists, school psychologists, and a psychiatrist.

Hearing Impaired Support: The District contracts with the Intermediate Unit 1 (IU1) to provide Hearing Support Services to the students in the District who have hearing disabilities. The District utilizes audiological services, interpreter services, and Technical Consultants from IU1 to support the needs of the students within the District who have hearing needs.

Vision Support: The District contracts with the Intermediate Unit 1 (IU1) to provide Vision Support Services to the students who have vision needs. The IU1 provides vision support teachers, orientation and mobility specialists, braille services, and Technical Consultants students within the District who have vision needs.

The District contracts with additional outside support services to the students, i.e. Occupational Therapists, Physical Therapists, Office of Vocational Rehabilitation and any other support services deemed necessary through the special education process.

Monthly the District provides professional development training to all teachers, special service aids, and administrators during the monthly Administrative Team Meeting and the Building Level Team meetings. The topics covered in these meetings include materials provided from PaTTan, IU1, and Pennsylvania Department of Education. Many of the handouts from the trainings are available on the District's website and can be referenced by teachers, administrators, special service aides, parents, and community members. One resource that has been utilized by the Director of Special Education for trainings are the Teachers' Desk Reference: Practical Information for Pennsylvania's Teachers. The District utilizes the framework within the Supplementary Aides and Services pamphlet to support students in their LRE. Following is are some of the strategies that are in place within the District to provide support for students in their LRE.

Supplementary Aids and Services include: Collaborative:

Scheduled time for co-planning, teaming, and co-teaching, special service aide support, professional development related to collaboration for professional and support staff, coaching and guided support for teachers and special service aides in the use of assistive technology for an individual student, daily or weekly communication log between home and school, coaching and guided support for teachers in promoting inclusive practices, scheduled opportunities for parents and teachers to meet regarding student progress, vision and auditory consultations, monthly special education department meetings, and ongoing training and support from: the IU1 TaC team, Watson Consultant, District CPI trainers, Dr. Constance Palmer, Dr. John Collins, and Associates in Counseling.

Supplementary Aids and Services can include: Instructional strategies:

Small group instruction, one-to-one instruction, pairing instruction, cooperative learning groups, differentiating instruction, co-teaching, copying and providing teacher/student notes, using manipulative, varying lesson content, teaching to learning style, modifying and adapting curriculum, chunking assignments, providing word banks and printed directions, reading tests aloud to students, providing alternative assignments, testing in a Directed Studies/PowerBlock Room (resource room), extra time for test taking, allowing for oral responses to tests, highlighting directions and key words, no penalty for misspelling or handwriting, hands on activities, modifying length of assignments or reading passages, permit use of tape recorder, books on tape, structured study guides, personal FM system - sound amplification, speech to text software programs, visual cues, visual schedules, verbal prompts, and use of tape recorder.

Supplementary Aids and Services can include: Physical strategies:

Priority seating, specialized car seats, classroom sound amplification system, Promethean Boards, personal FM systems, adaptive equipment, sensory integration tools, furniture arrangement, study carrels, adaptive equipment, adjustments to lighting, wheelchair accessibility.

Supplementary Aids and Services can include: Social/Behavioral strategies:

Social skills instruction, psychological counseling as a related service, school-based mental health services, therapeutic counseling services, supports groups, peer buddies, Positive Behavior Support Plans, Bullying Prevention Program, cooperative learning opportunities, frequent breaks, alternative preferred and non-preferred tasks, attendance and behavior contracts, setting clear rules and expectations, modification of rules and expectations, agendas/planners, communication log between home and school, and Special Service Aide support.

Behavior Support Services

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

The educational community shall provide a system that supports students' efforts to manage their own behavior and assure academic achievement. The Individual Education Plan (IEP) team for a student with disabilities shall develop a positive behavior support plan (PBSP) if the student requires specific interventions to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the District's behavior support program 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 have been implemented. Behavior support programs and plans shall be based on a functional behavior assessment (FBA). The PBSP shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusion, that will be used to implement positive behavior supports or interventions in accordance with students' IEP and Board policy.

The Superintendent or designee is required to report data on the use of restraints. Such reports shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the District by entities educating students with disabilities who attend programs or classes outside the District, including private schools, agencies, Intermediate Units, and vocational schools. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

The District utilizes Nonviolent Crisis Intervention. Physical restraints are used as a last resort when the student is acting in a manner that presents a clear and present danger to the student, other students, or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The program is used to provide the best care, welfare, safety, and security for all people involved.

The Director of Special Education or designee shall notify the parent/guardian as soon as possible of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a FBA, re-evaluation (RR), a new or revised PBSP, or a change of placement to address the inappropriate behavior.

The District permits involuntary seclusion of a student in accordance with the students IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The District prohibits the seclusion of students in locked rooms, other locked structures or spaces from which the student cannot readily exit.

Subsequent to a referral to law enforcement, an updated FBA and PBSP shall be required for students with disabilities who have PBSP at the time of referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the District, the Director of Special Education or designee shall ensure that the responsible school district or Intermediate Unit is informed of the need to update the student's FBA and PBSP.

The following agencies provide school-based behavioral health services: Teen Outreach, the Women's Shelter, Try Again Homes, Southwest Training, Office of Vocational Rehabilitation (OVR), Pressley Ridge Counseling, Southwood, Children and Youth Services (CYS), and Juvenile Probation. These agencies provide services for issues such as: teen pregnancy, domestic violence, abuse, homelessness, temporary shelter, truancy, independent living, transition, job coaching, job training, family-based counseling, neglect, and oversight. Many of the students within the District reside with a single parent, foster family, or with a relative other than his/her biological parent. In addition, many of the students are transient and have had splintered educational instruction. The school-based behavioral services provided by these agencies is crucial in providing the students with supports that they require in order to be successful learners and citizens.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Trinity Area School Districts attempts to educate all students with disabilities within the District in their least restrictive environment with the provision of supplementary aids, supports, and services. The District operates specially designed programs that offer the full continuum of the level of support needed from itinerant to full-time support, as determined appropriate by the student's individual educational planning team. Since the District offers many different areas of support across all levels within the District, the needs of most students can be addressed within the programs offered within the District. The District operates Autistic Support, Emotional Support, Learning Support, Life Skill Support, and Speech and Language Support programs across all building levels. Additional program supports are contracted through Intermediate Unit 1 to provide additional support in the areas of Deaf and Hearing Support, and Blind and Visually Impaired Support within the District.

When a student with disabilities has needs that exceed the scope and capacity of the District's ability to offer a free and appropriate educational placement (FAPE) within the District, the student's IEP team seeks an appropriate placement outside of the District that will provide a FAPE to the student. The District attempts to find an appropriate educational

placement for the student with special needs as close to the student's home as possible. The District has secured placements in programs that are operated by neighboring districts, Intermediate Units, Private School, and Approved Private Schools.

The students who pose the greatest challenge to provide a FAPE are those who have multi-disabilities and complex instructional support needs. Students who have significant cognitive disabilities with emotional and behavioral disorders tend to be the most difficult to provide a FAPE. The District attempts to provide a student with significant disability and complex instructional needs a FAPE within the least restrictive environment by considering an array of supplemental aids, supports, and services and access to the general curriculum. Supports for school personnel are considered and provided in order to ensure a FAPE, too.

The individual educational planning team works collaboratively with various outside facilities and service agencies in order to successfully provide a FAPE for students with significant disabilities and complex instructional needs. The District has established positive relationships with mental and behavioral health providers within and outside of Washington County. In a unified endeavor, the District collaborates with the following service providers: Washington County Mental Health and Mental Retardation Services, juvenile probation, local shelters, residential treatment facilities, partial hospitalization programs, outpatient mental health agencies, private therapists, and outpatient drug and alcohol treatment providers in order to provide a FAPE. Once a FAPE is provided, the District participates in an ongoing process with the outside supporting agencies in order to ensure that a FAPE is continuously provided.

When the District has a student with a significant disability and complex instructional needs and cannot appropriately provide a FAPE and has waited more than thirty (30) days for the provision of a FAPE, or when the District has a student with a significant disability and complex instructional needs at substantial risk of waiting more than thirty (30) days for an appropriate educational placement, a referral to intensive interagency coordination is warranted.

Interagency coordination works with the District so that the educational needs of the student with significant disabilities and complex learning needs can be met in the least restrictive environment with supplemental aids and services. When students with significant disabilities and complex instructional needs require supports and services from both the District and other child-serving systems, collaboration provided by intensive interagency coordination can result in the student's needs being met more efficiently and effectively.

Trinity Area School District utilizes intensive interagency coordination for rare situations

when the District individual education team is not able to arrange for a FAPE for a student in a public educational setting. The District and the local interagency teams receiving intensive interagency coordination follow a four-step approach in order to design and deliver coordinated services to a school-aged child and his/her family. The intensive interagency coordination four-step approach facilitated by the Interagency Coordinator and Individual Education Program team that involves preparation, communication meeting, and implementation of supports and services designed for delivery of coordinated services to students with significant disabilities and complex instructional needs and their family. The District collaborates with the Intermediate Unit 1's Interagency Coordinator, who has the responsibility of working with families and teams to identify resources, arrange services, identify needs and service gaps, and develop an action plan which will lead to the provision of an appropriate program. The Interagency Coordinator facilitates interagency problem-solving teams across local communities and agencies, and collaborates with other service providers and advocacy groups to support inclusion in order to assist in designing coordinated services for a student with significant disabilities and intensive instructional needs and his/her family. The Interagency Coordinator assists in locating, designing, and implementing a program for "difficult to place" children. This cross-systems collaboration approach is challenging, but can result in the student's needs being met more effectively. Together, these partnerships and the resulting positive communication work toward enhancing the District's ability to provide a FAPE to students with significant disabilities and complex learning needs. The District follows federal statute 20 U.S.C. §1412(a) (12) issued on December 16, 2012 which replaces Services for Students Under the Cordero Court Order, BEC 22 Pa. Code §14.32, issued on September 1, 1997, and expired on July 31, 2001. Intensive interagency coordination can be requested through the Intermediate Unit 1 by completing and submitting the Request for Consultation Services form located on the Intermediate Unit 1's webpage or by contacting the Intermediate Unit 1's Interagency Coordinator, Melissa Hunter, at 724-938-3241 extension 721. Additionally, the regional interagency coordinator at PaTTan Pittsburgh, can be contacted for additional information and assistance regarding intensive interagency coordination. If additional support is needed, the Pennsylvania Department of Education intensive interagency coordination can be contacted.

Expansion of the continuum of services also needs to include the development of procedures for those students who may need instruction in the home, the most restrictive educational placement. Finally, in order to support expansion of the continuum of services, school-based teams need to: focus on implementing interventions to meet the child's and family's needs; commit to a strength-based approach; take ownership of the process; make a commitment to team-based decision making; develop a common understanding and vision; and deliver the coordinated services to the student and family without bias or partiality.

Strengths and Highlights

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

The Trinity Area School District (TASD) along with the community are dedicated to providing every student with skills and knowledge to make informed decisions as responsible, self-directed, technologically literate and culturally aware citizens. All the priority goals of the Strategic Plan are relevant to some degree to the special student population.

The District's philosophy of education and mission statement acknowledges the need to furnish a program structured so that varied and equal opportunities are in place for all students. Further, the need for continuing staff development activities to address compliance issues, technical skills, and responsibilities for our professional staff is supported. Cooperative relationships with parents, the community, businesses and outside agencies is encouraged and established. The establishment of high educational standards of student performance promotes goal-oriented behavior by students.

A free and appropriate public education (FAPE) is designed for all eligible special education students in the least restrictive environment (LRE) recommended by the IEP team. MDE/IEP teams analyze student performance in the regular educational setting. Our district advocates appropriate inclusion to the greatest extent possible. Progress of students who are fully included is monitored regularly. Regular education teachers differentiate instruction and make accommodations and adaptations to meet the needs of students in inclusive settings. On an ongoing basis, special education teachers conduct conferences with the regular educators regarding behavior plans, materials, methods, adaptations, instructional strategies or modifications needed by any student with special needs that they instruct.

In order to assist general education staff members with their understanding of various disabilities and research-based strategies that have been proven to be useful when working with specific groups of students with disabilities, small group professional development sessions are held. Topics of interest for general educators include: autism spectrum disorder, mental health diagnosis, behavioral management, specially designed instruction, curriculum modifications, accommodations and instructional strategies. As a result of these trainings, the awareness of regular education teachers making adaptations for students with special needs has increased. Small group staff training will continue to be provided at the building level to support and clarify regular education teachers' roles and responsibilities in the implementation of individual education plans (IEP). Additionally, the special education teacher provides a copy of the IEP to the regular education teacher and review it so the regular education teacher is able to meet individual student's needs within the regular education classroom.

TASD offers a full continuum of services for all students with disabilities. Supplementary aids and services are available and implemented as agreed to by the IEP team and documented in the student's IEP. The TASD employs highly-qualified special service aides to provide instructional support service to students with special needs and to facilitate integration of these students with their non-disabled peers in the inclusive setting. The staff at TASD believes that the inclusion of students with disabilities into the general education environment will prepare all students to support each other and work cooperatively in the community. The TASD follows the requirements of IDEA to provide a free and appropriate public education for all students in the least restrictive environment.

The TASD is proud of the fact that the vast majority of students with disabilities are provided educational programs within the geographical boundary of the District. All educational programs are provided by the District or by the Intermediate Unit 1. The TASD hosts an Intermediate Unit 1 operated elementary hearing support classroom for students with hearing impairment/deafness for students from multiple school districts within the Intermediate Unit 1. The District operates two autistic support programs and two emotional programs at the elementary level, one autistic support program and one emotional support program at the middle school, and one autistic program and one emotional support program at the high school. The District has accepted tuition students from other school districts for placement in the District operated autistic support programs at the middle and secondary levels.

Secondary special education students along with regular education students participate in vocational training programs at the local vocational technical school, Western Area Career and Technology Center (WACATC). A special education coordinator is provided at the vocational technical school to provide instructional support for students with disabilities. Special education students with significant cognitive disabilities and serious emotional disturbances have attended programs at WACATC and have been very successful. When deemed necessary by the IEP team a special service aide may assist the students with intellectual disabilities at WACATC. Students with intellectual disabilities who have attended the culinary arts program with the support of a special service aide have met great success. Many of these students with significant cognitive disabilities have obtained post-secondary job training and employment in the area of food services.

Secondary students have access to a variety of academic and vocational programs, services and experiences across integrated settings. Transition planning is a collaborative process which includes students, parents, general and special educators, employers and community representatives. Secondary students explore career and post-school education and training through interest surveys and inventories, job shadowing, journal writing, career fairs, and co-operative work programs. Students and parents receive information on post-secondary options in order to develop realistic IEP goals consistent with their hopes, dreams and skills. Assessments required for admission to a post-secondary program are sent to the appropriate post-secondary institution. The staff at TASD believes that the inclusion of

students with disabilities into the general education environment will prepare all students to support each other and work cooperatively in the community. The TASD follows the requirements of IDEA to provide a free and appropriate public education for all students in the least restrictive environment.

TASD embraces the inclusion of students with disabilities in both academic and functional realms through exposure to a variety of vocational and entrepreneurial activities in the school community. The students with disabilities organize, create, and facilitate various fundraisers. These fund raising events include: an annual craft/vendor show, production of dog treats, a weekly coffee cart for staff, refreshment refrigerator for staff, and bi-weekly soup for staff lunch purchase. Also, these fundraising activities serve as vocational experiences for the students. Examples of skills employed include: following recipes, following simple directions, basic kitchen/cooking skills, money skills, shopping, and applying the law of supply and demand. Students work in simulated work areas throughout the school community including: main office for mail distribution, stocking food items in the cafeteria, and recycling. All of these activities occur by collaborating with other student organizations, teachers, maintenance staff, and administrators.

The Transition Coordinator also collaborates with local post -secondary schools to introduce students into programs/classes prior to graduation. This includes, the Promoting Academic Success (PAS) program at Community College of Allegheny County (CCAC), and the dual enrollment opportunity with Penn Commercial. Students also have the opportunity to participate in the authentic placement test at CCAC free of charge. The transition coordinator also acts as the liaison for students with disabilities that wish to participate in any College Board Exam. The transition coordinator will apply on behalf of the student, for accommodations for those students in accordance with the accommodations that are set forth in their IEP, or 504 plan.

TASD operates three Life Skills Support classrooms: one each at the elementary, middle, and high school levels. For their curriculum, the life skill support teachers utilize the alternative eligible content as a basis for their instructional framework. Researched-based instructional programs include: the EdMark Reading System and Touch Math at all levels. Both programs utilize direct teacher/student instruction with reinforcement from a computer-based component. All programs utilize Handwriting Without Tears, which is a proven methodology in making legible and fluent handwriting an easy and automatic skill for all students. It uses fun, entertaining, and educationally sound instructional methods to teach cursive handwriting skills to all students. Teachers, therapists, and parents collaborate to implement the program at school and at home.

The TASD operates a Community-Based Instruction (CBI) component as part of its special education transition programming. The Transition Coordinator and classroom autistic and life skill special education teachers connect classroom curriculum to real-life experiences

and develop community-based experiences that develops the students' ability to generalize the skills they have learned in real life opportunities within the community. The TASD works closely with community agencies in developing transition planning for secondary students with special needs who require a more unique educational placement after graduation. The transition coordinator collaborates with Washington Community Human Services Intellectual Disabilities Office. Students with significant disabilities and their families are assisted in obtaining services through the Waiver Funding project. Eligible students are assigned a Supports Coordinator with whom the transition coordinator will collaborate with to begin the transition process of post-secondary planning for students with intellectual disabilities. This process includes planning and visiting local Adult Training Facilities with the students with disabilities and their families.

Numerous trainings are provided to the staff annually. Trainings include, but are not limited to, the following: all employees of the TASD are trained in confidentiality and behavior support at the beginning of the school year. Special service aides receive training in Cardio-Pulmonary Resuscitation (CPR) and First Aid every two years and participate in refresher training in Non-violent Crisis Prevention Intervention training (NCI) yearly. Additional conferences and workshops are provided throughout the school year when deemed appropriate. Parents are also informed and encouraged to attend meetings/trainings conducted at the Intermediate Unit 1 and/or school district. Achieva has presented numerous workshops for parents, students, and support staff members.

Over the next three years, the administrative staff, principals, and special education staff will continue to assist parents, regular educators, and all district employees in working effectively with students with disabilities in the least restrictive setting. The administrative staff will provide updates regarding changes in special education requirements. Special education issues will be addressed on an ongoing basis during building level meetings and during district in-service days.

Assistive Technology support is provided through both the Intermediate Unit 1 and TASD's speech and language pathologists. These individuals evaluate students, assess their needs and recommend appropriate devices to assist students in their educational setting. All recommendations are considered through the IEP team process.

The Trinity Area School District (TASD) employs five highly qualified speech-language pathologists working with students from Kindergarten through grade twelve. Each speech-language pathologist holds a Pennsylvania Professional Teaching Certificate for Speech and Language Impaired Students; a Pennsylvania State License in Speech-Language Pathology; and a Certificate of Clinical Competence from the American Speech-Language-Hearing Association. Trinity's speech-language pathologists are responsible for providing a thorough assessment and diagnosis of speech, voice, hearing, phonemic awareness and language impairments according to Pennsylvania's state eligibility criteria. They also screen to

identify students with communication disabilities. In addition, they provide appropriate individualized programs of therapy to meet individual student's needs.

TASD provides the following speech and language services: pull-out small group therapy models; push-in lessons on phonemic awareness; social skills and language; community based instruction with the Life Skills and Autistic Support classrooms at each level of education; Social Skills groups such as Lunch Bunch; education and programming of Alternative and Augmentative Communication devices; implementing picture schedules and behavior modification systems for students; and writing social stories with students.

Each speech-language pathologist is responsible for maintaining and managing a caseload of 50-65 speech impaired students each year. Maintaining and managing a caseload entails keeping thorough records for the individual student receiving therapy or other school provided speech and language services. The speech-language pathologists maintain lists of referred, screened and eligible students, as well as, a directory of outside agencies, consultants, specialists and related services. Additional performance responsibilities as a Speech Language Pathologist at TASD include: serving as a resource to staff members in the development of a balanced program for oral communication and speech and language improvement; providing a therapeutic program to meet the individual needs of students with speech and language disabilities; assist and guide teachers in observing, describing and referring suspected and identified speech, phonemic awareness and language impairments to the speech-language pathologist; complete speech and language screenings for all of the students that will enter Kindergarten the following school year; complete logs, summary sheets and other required documentation for Access eligible students; and comply with all time lines for referrals, evaluations, Individualized Education Plans (IEP) and Access. To implement all of these duties, it is imperative that a school district employs highly qualified Speech and Language Support Teachers.

TASD employs one Certified School Psychologist. Additional psychological services are contracted through the Intermediate Unit 1. The school psychologist's primary responsibilities include: Participating in K-12 meetings with parents, staff, students, community providers, and administrators as requested; conducts valid and reliable assessments for the purpose of identifying a student's new or continuing eligibility for special education services and makes recommendations to support student's education; conducts valid and reliable assessments for the purpose of identifying a student's new or continuing eligibility for gifted services and makes recommendations to support student's education; reviews all paperwork related to Early Intervention students transitioning to school age services and participates in the Early Intervention to School Age transition meetings, and conducts valid and reliable assessments for the purpose of identifying a student's eligibility for school age special education services and makes recommendations to support student's education the spring before they transition to the Trinity Area School District.

The Certified School Psychologist assesses student emotional and behavioral needs, including initial Functional Behavior Analysis (FBA), and makes recommendations for staff to manage student and classroom behavior. The Certified School psychologist is responsible for developing and mailing the initial permission to evaluate (PTE) referrals to the parents. This includes the Permission to Evaluate (PTE) and any forms that the parent is asked to complete in order to provide their input. If necessary, the school psychologist consults with staff regarding the referral question. Once the signed PTEs are returned to the special education office, the school psychologist sends out requests for teachers and staff to complete formal behaviors rating scales, input forms and questionnaires. The school psychologist monitors that all of this information is completed and returned in a timely manner so it can be included in the comprehensive evaluation reports. If necessary, the school psychologist will follow up with staff.

If an FBA was requested on an initial PTE, the school psychologist consults with staff and develops data forms individualized to the student's behavioral needs. The school psychologist also coordinates with staff to conduct formal observations; makes recommendations on how to adapt curricula and instruction, as well as how to adjust classroom facilities and routines to improve student engagement and learning; uses assessment data to understand students' problems and to implement evidence-based instructional, mental, and behavioral health services; communicates to parents and staff the results of the evaluations by addressing individual differences, strengths, backgrounds, and needs in Evaluation or Reevaluation Reports in order to: Help families understand their children's learning and mental health needs; assist families in navigating special education processes; connect families with community service providers when necessary; help effectively engage families with teachers and other school staff; enhance staff understanding of and responsiveness to diverse cultures and backgrounds; supports staff with development of individualized instruction plan (IEP) and other interventions; support staff with development of Positive Behavior Support Plans. When requested, the school psychologist interprets student and classroom data collected by classroom teachers; collaborates with community providers to coordinate needed services; consults with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers, transition coordinator, special education teachers, speech and language pathologists) to improve support strategies; assists administrators, other school personnel, and parents in understanding regulations relevant to general and special education; and shares information about research in curriculum and instructional strategies.

When a Chapter 15 Service Agreement (504 plan) is requested, the school psychologist consults with parents and staff regarding student's disability and needs for accommodations, services, and adaptations. The school psychologist completes initial Chapter 15 Service Agreement, and consults with administration regarding its implementation.

Other activities and services that school psychologists could complete if caseloads permit include: Provision of direct support and interventions to students, including but not limited to: engaging in individual and group counseling, teaching problem solving, anger management, and conflict resolution, reinforcing positive coping skills and resilience, and promoting positive peer relationships and social problem solving; working with school administrators to improve school-wide practices and policies, including the implementation of school-wide positive behavioral supports; engaging in pre-referral process in order to promote student achievement, support teachers, and reduce inappropriate referrals to special education; plan in-services at the district, building, classroom, and individual levels. The Special Education Department K -12 utilizes an online, web-based IEP writing system, IEP Writer. This system facilitates the completion of paperwork required in the special education process and allows teachers to focus on instruction in the classroom and achieving students' IEP goals. IEP Writer is a tool that assists in maintaining compliance with time lines and submitting Child Count Data.

The District's special education web site is available for all district and community members. The web site is a communication tool that acts as an interactive resource for all stake holders. The web site is updated and maintained on a consistent basis and provides information such as workshops and training for parents and educators, activities for students, program highlights, contacts for special education staff, disability information, Child Find information and more. Special education staff and district administrators also have access to a district-maintained Wiki that provides resources, materials and helpful links for their reference.

Child Find data is collected through public awareness activities including brochures, the district web site, and the district newsletter. Brochures are given to all parents at registration and are maintained in each building throughout the school year. Information regarding special education programs for eligible children is provided. Postings of Child Find data can be found at T ASD Central Administration Building and within each school. The Child Find Notice is also given to all preschool, Child Alert programs and day care facilities in the area. To help with the transition from Early Intervention programs to school-age programs, transition meetings are held to complete reevaluations as needed, develop IEPs, provide information to parents and prepare teachers and staff for the needs of the upcoming students with disabilities who have been identified prior to becoming of school age.

Transition meetings are held at the middle and high school to prepare students, parents and staff members for incoming sixth grade students and incoming ninth grade students. Transition meetings provide parents the opportunity to tour the building, meet the new teachers, determine the child's schedule, and answer any questions the parents may have.

The T ASD disseminates a Public and Parental Information Notice, which includes information on services for exceptional students, screening processes, and procedures

followed by the district to provide a free appropriate education to eligible students. Services for handicapped students are described with a compliance statement and a district contact included in the notice. The same information is annually broadcast by the local radio station, WJPA. In addition, this information is also available on our district web site. www.trinitypride.org

The TASD contracts with the Intermediate Unit for social work services. The social workers participate in Multidisciplinary Team Meetings (MDT) and Individualized Educational Program (IEP) meetings at all grade levels. The social workers meet with many families, complete extensive social histories, conduct home visits, participate in all interagency meetings, guide the district through the hospitalization process of students and schedule all psychiatric testing with the psychiatrist. The social workers meet with students who are enrolled in the district's emotional support, life skills support, and learning support programs. They provide support to students with issues related to suicidal/homicidal ideation, depression, psychosis, anxiety, family, anger management, truancy, grief and loss, and drugs and alcohol. The social workers are actively involved in the placement of students in alternative programs.

There are several outside agencies that provide our students with a range of services. These services include individual and family therapy, case management, behavioral health resource services, family base, and multi-systems therapy. Students from TASD are also involved in Washington County Children and Youth Services and Washington County Juvenile Probation. It is not uncommon that representatives from each of these agencies attend ER/RR/IEP meetings with parent permission.

The ACCESS Program has been implemented since 1997. The ACCESS Program makes it possible for the district to provide necessary materials and equipment to meet the needs of our students with special needs. The TASD files for ACCESS money through the special education department.

All students, including those with disabilities, are afforded opportunity and access to participate in extracurricular and non-academic programs with needed accommodations and services provided to ensure success. Depending upon interest, aptitude and other factors, the majority of exceptional students independently participate in transportation, meals, recreational activities, clubs, sports, band and recess with non-disabled peers.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Currently, no programs exist within the geographic boundaries of the LEA.	Incarcerated	<p>The Trinity Area School District would provide educational records and collaborate with the host district and intermediate unit for any incarcerated students who are residents of the district. The District would also assist in the transition of an incarcerated youth's return to the home district. The Trinity Area School District District does not currently have an exceptional or thought to be exceptional student who is incarcerated.</p> <p>The District's Annual Public Notice is published in the local newspaper, the Washington Observer-Reporter, posted in each school building and the District's main office in Trinity Hall, and on the District's web page; thereby making community members aware of the screenings that are available and services that are offered by the Trinity Area School District (TASD).</p>	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Intermediate Unit 1 Campus at Clark School	Special Education Centers	Speech and Language Support/Alternative Education	1
The School at the McGuire Memorial	Special Education Centers	Multiple Disabilities Support	1
Transformation Learning	Special Education Centers	Emotional Support	6
Children's Institute	Approved Private Schools	Multiple Disabilities Support/Autistic Support	2
Intermediate Unit 1 Campus at Laboratory	Special Education Centers	Multiple Disabilities Support	1
Western Pennsylvania School for the Deaf	Approved Private	Deaf or Hearing Impaired Support	2

	Schools		
Western Pennsylvania School for Blind Children	Approved Private Schools	Blind and Visually Impaired Support	1
Wesley Spectrum K-8 School	Special Education Centers	Emotional Support	2
The Watson Institute Behavior Support Academy at The Watson Institute	Special Education Centers	Autistic Support	1
Wesley Spectrum High School	Special Education Centers	Emotional Support/Autistic Support	5
Pioneer Education Center	Special Education Centers	Multiple Disabilities Support	1
Saint Anthony's Program at Duquesne University	Special Education Centers	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: To adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity North KM	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	0.5
Trinity North KM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	25	0.5

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity North KB	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Justification: Student receiving speech and language services are served individually or in small group settings at a particular grade level. The age range within any instructional group is never greater than 3 years.							

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity North BZ	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	0.75
Trinity North BZ	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity South KK	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	12	0.25
Trinity South KK	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Emotional Support	6 to 9	10	0.5

	Building	Education programs are operated	Than 20%)				
Trinity South KK	An Elementary School Building	A special education Center in which no general education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 9	3	0.25

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity South LM	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.25
Trinity South LM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	37	0.75

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity South KW	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	15	0.75
Trinity South KW	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	12	0.25

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity South KWic	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	40	0.8
Trinity South KWic	An Elementary School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.2

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity South JS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1

Justification: Justification: Student receiving speech and language services are served individually or in small group settings at a particular grade level. The age range within any instructional group is never greater than 3 years.

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity East CM	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	5 to 8	10	0.5

	School Building	General Education programs are operated	but More Than 20%)				
Trinity East CM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	25	0.5

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity East MY	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	0.5
Justification: Justification: Student receiving life skill support services in this setting are served individually or in small group settings at a particular grade level. Additionally, the life skill teacher will provide support services in the regular education classroom. The age range within any instructional group is never greater than 3 years.							
Trinity East MY	An Elementary School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	10	0.5

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity East MS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Justification: Student receiving speech and language services are served individually or in small group settings at a particular grade level. The age range within any instructional group is never greater than 3 years.							

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: July 1, 2017**Reason for the proposed change: Adjust staffing to meet student needs.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity East MZ	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Trinity East MZ	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	25	0.5

Program Position #13*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: July 1, 2017**Reason for the proposed change: Adjust staffing to meet student needs.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity West JG	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	0.8
Trinity West JG	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 8	3	0.2

Program Position #14*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: July 1, 2017**Reason for the proposed change: Adjust staffing to meet student needs.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of	Level of	Age	Caseload	FTE
-------------------	-------	---------------	---------	----------	-----	----------	-----

			Support	Support	Range		
Trinity West SN	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	50	1

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity West AW	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	50	1

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity West AT	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	6	0.8
Trinity West AT	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 11	3	0.2

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Adjust staffing to meet student needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building	Type of	Level of	Age	Caseload	FTE
-------------------	-------	----------	---------	----------	-----	----------	-----

		Type	Support	Support	Range		
Trinity West MP	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	6 to 9	4	0.08
Trinity West MP	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	46	0.92

Justification: Justification: Student receiving speech and language services are served individually or in small group settings at a particular grade level. The age range within any instructional group is never greater than 3 years.

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School LA	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 14	2	0.25
Trinity Middle School LA	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	6	0.75

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School AB	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	50	1

Program Position #20*Operator:* School District

PROGRAM DETAILS*Type: Class and Position**Implementation Date: July 1, 2017**Reason for the proposed change: Adjust staffing to meet student needs.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School MC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	50	1

Program Position #21*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: July 1, 2017**Reason for the proposed change: Adjust staffing to meet student needs.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School EK	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	50	1

Program Position #22*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: July 1, 2017**Reason for the proposed change: Adjust staffing to meet student needs.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School SL	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	2	0.1
Trinity Middle School SL	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	45	0.9

Program Position #23*Operator: School District***PROGRAM DETAILS***Type: Class and Position*

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School CR	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	18	0.9
Trinity Middle School CR	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	5	0.1

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School AM	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	0.5
Trinity Middle School AM	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	25	0.5

Program Position #25

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School MO	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	50	1

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School BS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	50	1

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School JR	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	20	1

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity Middle School JC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	45	0.7
Trinity High School JC	A Senior High School Building	A special education Center in which no general education programs are operated	Itinerant	Speech and Language Support	16 to 20	20	0.3

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 24, 2015

Reason for the proposed change: Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School JC	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Speech and Language Support	14 to 20	4	0.07
Justification: Justification: All full-time students are serviced individually, as their needs require.							
Trinity High School JC	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	15 to 20	8	0.13
Justification: Justification: Student receiving speech and language services are served individually or in small group settings at a particular grade level. The age range within any instructional group is never greater than 3 years.							
Trinity High School JC	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 18	8	0.13

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change: Adjust staffing to meet student needs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School BB	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 21	1	0.1
Trinity High School BB	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	16	0.8
Justification: Justification: Although the age range is exceeds the 4 year age range, students are included in grade level classes based on students' academic, behavioral, social, and transition needs, as indicated in their IEP. Additionally students participate in community based instructional activities. Instruction within the life skill support classroom is provided in small groups. Each group is compliant with the four year age range.							
Trinity High School	A Senior High	A building in which	Itinerant	Life Skills	15 to	2	0.1

BB	School Building	General Education programs are operated		Support	19		
----	-----------------	---	--	---------	----	--	--

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School BD	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	50	1

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School RG	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	40	0.8
Trinity High School RG	A Junior High School Building	A special education center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Added an emotional support classroom and program at Trinity High School to return student from outside placements to support academic, emotional and behavioral needs in the LRE at their home school. Adjusted staffing to meet student needs. Room 158 is 30'X25'=750sqft.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School PM	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	13 to 17	2	0.1
Trinity High School PM	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	16	0.8
Trinity High School PM	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	2	0.1

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017

Reason for the proposed change: Justification: Student receiving autistic support services in this setting are served individually or in small group settings at a particular grade level, as well as the teacher will provide inclusion services in the regular education classroom and may provide monitoring as student is on their caseload. The age range within any instructional group is never greater than 3 years.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School SG	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	6	0.8
Justification: Justification: Although the age range is exceeds the 4 year age range, students are included in grade level classes based on students' academic, behavioral, social, and transition needs, as indicated in their IEP. Additionally students participate in community based instructional activities. Instruction within the life skill support classroom is provided in small groups. Each group is compliant with the four year age range.							
Trinity High School SG	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	16 to 20	2	0.2

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017

Reason for the proposed change:
Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School JLS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.2
Trinity High School JLS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	40	0.8

Program Position #36

Operator: School District

PROGRAM DETAILS

Type: Class and Position
Implementation Date: July 1, 2017
Reason for the proposed change:
Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School KT	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	40	0.8
Trinity High School KT	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.2

Program Position #37

Operator: School District

PROGRAM DETAILS

Type: Class and Position
Implementation Date: July 1, 2017
Reason for the proposed change:
Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
-------------------	-------	---------------	-----------------	------------------	-----------	----------	-----

Trinity High School MM	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	40	0.8
Trinity High School MM	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.2

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School TT	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	40	0.8
Trinity High School TT	A Senior High School Building	A special education Center in which no general education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2017*Reason for the proposed change:* Adjust staffing to meet student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School RW	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	37	0.75

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: July 1, 2017

Reason for the proposed change:

Adjust staffing to meet student needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School JR	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	4	0.2
Trinity High School JR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	40	0.8

Program Position #41

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: August 15, 2016

Average square feet in regular classrooms: 144 sq. ft.

Square footage of this classroom: 64 sq. ft. (8 feet long x 8 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity West Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	7 to 7	1	0.8
Trinity High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	15 to 17	2	0.2

Program Position #42

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: August 15, 2016

Average square feet in regular classrooms: 144 sq. ft.

Square footage of this classroom: 144 sq. ft. (12 feet long x 12 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity North Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 12	6	0.12
Trinity South Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 9	6	0.12
Trinity East Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 12	6	0.12
Trinity West Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 9	6	0.12
Trinity Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	12 to 13	7	0.5

Program Position #43*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 880 sq. ft.*Square footage of this classroom:* 880 sq. ft. (40 feet long x 22 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	25	0.62
Trinity High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	15	0.38

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

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 880 sq. ft.

Square footage of this classroom: 880 sq. ft. (40 feet long x 22 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Trinity West Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 7	8	1

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Trinity High School, Middle School, 4 Elementary Schools	1
Director of Special Education	Trinity High School, Middle School, 4 Elementary Schools	1
Special Service Aides	Trinity High School, Trinity Middle School, North Elementary School, South Elementary School, East Elementary School, West Elementary School	35
Access Coordinator	Trinity High School	1
Transition Coordinator	Trinity High School and Trinity Middle School	1
Special Education Secretary	Trinity High School	1
Special Education Clerical Aide	Trinity High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	5 Days
The Watson Institute	Outside Contractor	2 Hours
Social Work Services	Intermediate Unit	5 Days
Psychiatric Services	Outside Contractor	0.5 Days
Accommodation Facilitator	Outside Contractor	5 Days
Physical Therapy	Outside Contractor	1.5 Days
Occupational Therapy	Outside Contractor	5 Days
Assistive Technology	Intermediate Unit	1 Hours
Mental Health Counseling Services	Outside Contractor	20 Hours

Orientation and Mobility Services	Intermediate Unit	0.5 Days
Special Service Aide	Outside Contractor	0.5 Days
Bus Matron	Outside Contractor	20 Hours
School Psychologist	Intermediate Unit	2 Days
Occupational Therapist	Outside Contractor	2 Days
Social Work Services	Intermediate Unit	5 Days
Audiologist	Intermediate Unit	30 Minutes
Physician	Outside Contractor	2 Hours
ES Behavior Support	Outside Contractor	20 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:

1. At-risk students have consistently performed poorly and have made minimal gains in academic achievement in every school building.
2. Trinity Area needs to provide additional support and remove barriers to learning in our at-risk student population.
3. We need to prioritize differentiating instruction to meet the needs of all of our learners.
4. Enrichment opportunities need to be enhanced to meet the needs of our diverse students.
5. Poor student attendance is a barrier to learning.

District Accomplishments

Accomplishment #1:

Trinity Area School District Academic Performance:

Each Trinity Area school met or exceeded state standards on the new PA School Performance Profile for the 2013-2014 school year and 2014-2015 for the high school.

Trinity Area School District schools were assigned the following academic performance scores:

- [East Elementary](#) 82.5
- [North Elementary](#) 87.0
- [South Elementary](#) 86.5
- [West Elementary](#) 80.5

- [Middle School](#) 77.2
- [High School](#) 84.6

Schools that scored 70 or higher met or exceeded the achievement and growth standard for 2014-2015. The 2015-2016 SPP and score sets have not yet been released to the LEA.

The Performance Profiles provide a quantitative academic score based upon a 100-point scale using the following source data:

Indicators of Academic Achievement 40% (44% for CTCs)

- ☑ Percent Proficient or Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing
- ☑ Percent Competent or Advanced on industry certification exams [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- ☑ Percent Proficient or Advanced on PSSA grade 3 reading
- ☑ SAT/ACT College Ready Benchmark

Indicators of Closing the Achievement Gap – All Students 5% (3% for CTCs)

- ☑ Percent of required gap closure met in Mathematics, Reading, Science, and Writing

Indicators of Closing the Achievement Gap – Historically Underperforming Students 5% (3% for CTCs)

- ☑ Percent of required gap closure met in Mathematics, Reading, Science, and Writing for historically underperforming students (economically disadvantaged, English Language Learners, students with disabilities)

Indicators of Academic Growth / PVAAS (40%)

☑ The PVAAS growth index representing the school's impact on the academic progress of groups of students from year-to-year in each of the assessed content areas.

Other Academic Indicators (10%)

☑ Cohort graduation rate

☑ Promotion rate

☑ Attendance rate

☑ Advanced Placement (AP) or International Baccalaureate (IB) Diploma or college credit

☑ PSAT/PLAN Participation

Extra Credit for Advanced Achievement (up to 7 points)

☑ Percent Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing

☑ Percent Advanced on industry standards-based competency assessments [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]

☑ Advanced Placement achievement (scores 3 or higher)

Scores are calculated based upon defined weighted data elements. If a school has insufficient data to calculate a representative score, the display area will reflect that circumstance and adjust total points accordingly.

The evidence or data to support this accomplishment:

1. Pennsylvania Department of Education designation and certification of meeting SPP and PVAAS Value Added
2. PA School Performance Profiles <http://www.paschoolperformance.org>

Accomplishment #2:

Teacher Effectiveness Evaluations:

The Trinity Area School District follows the Pennsylvania Department of Education's 82-1 Teacher Effectiveness Model for the basis of observation and evaluation. This teacher supervision model is designed to improve teacher instruction and better measure instructors' effectiveness. All of the administrators and professional staff have been trained in the Danielson Framework. On-site training and software was provided to streamline the process and monitor its success. Trinity principals and teachers participated through using the evaluative tools to provide teachers with specific feedback via the Danielson Framework.

Now, formal walkthroughs are conducted by principals on a daily basis to monitor classroom instruction and curriculum implementation. Teachers and principals are engaging in additional meaningful conversations about instruction through the new procedures. Teachers are receiving various forms of feedback about their instruction to reflect and enhance their strategies.

The evidence or data to support this accomplishment:

1. Principals conducted walkthroughs in their school buildings.
2. Teachers participate in PDE's Teacher Effectiveness evaluation process.

Accomplishment #3:

Curriculum Development K-12:

Teachers of all subject areas and grade levels have work alongside Dr. Michael Lucas and Dr. Constance Palmer to design curricula for their respective courses. Unlike some districts' curricula, Trinity Area's curricula was not copied or purchased to follow a particular textbook's framework. Instead, curricula were designed in accordance with State Standards, the Understanding by Design with Learning Targets educational framework, research-based best practices in education, and the specific learning needs of Trinity Area's students. The UbD framework begins with backward design, unpacks the curriculum, and designs assessments to make certain students have a level of proficiency, determine appropriate evidence for proof of learning and the assessments allow every student to experience success and growth. As a result of this curriculum writing initiative, teachers have engineered curricula as unique as Trinity Area's students; teachers are looking forward to teaching the curriculum and employing formal and informal ongoing assessments to drive the curriculum and instruction. The application of the Writing Across the Curriculum methodologies will assist students not only in writing skills, but in higher order thinking skills and teaching for transfer.

A paradigm shift toward becoming a STEAM-based educational organization. The influx of technologies including a makerspace, drones, robotics and a Fab Lab have enhanced the opportunities for students to think and behave like engineers. The final curriculum addition entails the addition of Vocational Agricultural offerings and courses of student, i.e. General Agriculture, Agriculture Mechanics and Horticultural. These programs will allow for the application of technology to solve real world problems.

The evidence or data to support this accomplishment:

1. UbD Curriculum Maps are created, adopted and implemented at each grade level, content area and course offering.
2. The learning trajectory is transparent through the learning targets and the results of ongoing formal and informal assessments.
3. K-12 curriculum is available on the Trinity Area webpage. <http://www.trinitypride.org/academics/curriculum>
4. Trinity has incorporated the Collins' Writing Across the Curriculum methodologies.
5. Addition of technology from K-12.
6. Robots and iPads in the elementary, robots, drones and a Fab Lab at the middle school and robots, drones, a Fab Lab and Chromebooks for all 9-12 students.

Accomplishment #4:

The Trinity Area School District has added Emotional Support Classrooms at the elementary, middle and high school level. The addition of autistic classrooms in various levels and the creation of a new autistic classroom at the Kindergarten level demonstrates the commitment of the District to educate the students in their home school if at all possible. In the past two years the District has returned 21 previously placed special need students to be educated at Trinity facilities. The concept of providing FAPE in the LRE is a core belief of the Trinity Area School District.

Chapter 14, 15 and 16 Programs:

Trinity Area's K-12 Gifted Program was overhauled by the gifted department, administrators and gifted educational consultants. Local school districts' gifted programs were researched and consulted. The newly created program provides additional enrichment opportunities to our gifted and talented students. A gifted curriculum was written, new resources were obtained, new identification criteria was developed, and a new menu of opportunities was created to meet the individual enrichment needs of our students.

The Special Education Manual which espouses the procedures and protocols for special education students has been redone and aligned with current regulations. Thus, providing all students with the necessary opportunities to experience success in improving their academic achievement.

The procedures and protocols for students who are eligible under Section 504 C of the ADA to receive support through service agreements have been aligned with current standards and best practices.

The evidence or data to support these accomplishments:

1. Updated Chapter 14 Special Education Manual
2. Updated Chapter 15 Procedure Manual and expanded role of the health professionals (nurses)
3. Updated Gifted Logistics
 - The updated Gifted curriculum
 - New opportunities and visits planned for gifted students
 - Gifted IEPs reflect new enrichment opportunities
 - Equitable enrichment opportunities are provided at each grade level
4. New classroom and behavioral supports.

District Concerns

Concern #1:

The attendance rate on any given day at Trinity Area is excellent. However, there are still small pockets of students that do not come to school regularly. This phenomenon is predominately at the high school level.

Concern #2:

In review of the district 2015-2016 results, concerns were identified:

1. Recent PSSA, Keystone and 4Sight data indicated that the IEP student population did not perform as well as their peers in grades 3-12.
2. PVAAS data also indicated minimal growth within the IEP subgroup and advanced student groups in specific grade levels.
3. Longitudinal data reviewed in e-metric brought to light the consistent lack of achievement of special education students.

Concern #3:

1. Interventions need to be strengthened at all levels K-12.
2. Additional support, training and resources need to be available to our teachers.
3. Our lowest achieving students need to have equal access to our curriculum.
4. Our lowest achieving students also need access to our best teachers and resources.
5. All students need to be challenged and enrichment opportunities need to be accessible to every student.

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:

In review of the district 2015-2016 results, concerns were identified:

1. Recent PSSA, Keystone and 4Sight data indicated that the IEP student population did not perform as well as their peers in grades 3-12.
2. PVAAS data also indicated minimal growth within the IEP subgroup and advanced student groups in specific grade levels.
3. Longitudinal data reviewed in e-metric brought to light the consistent lack of achievement of special education students.

-
1. Interventions need to be strengthened at all levels K-12.
 2. Additional support, training and resources need to be available to our teachers.
 3. Our lowest achieving students need to have equal access to our curriculum.
 4. Our lowest achieving students also need access to our best teachers and resources.
 5. All students need to be challenged and enrichment opportunities need to be accessible to every student.
-

The attendance rate on any given day at Trinity Area is excellent. However, there are still small pockets of students that do not come to school regularly. This phenomenon is predominately at the high school level.

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:

In review of the district 2015-2016 results, concerns were identified:

1. Recent PSSA, Keystone and 4Sight data indicated that the IEP student population did not perform as well as their peers in grades 3-12.
2. PVAAS data also indicated minimal growth within the IEP subgroup and advanced student groups in specific grade levels.
3. Longitudinal data reviewed in emetric brought to light the consistent lack of achievement of special education students.

-
1. Interventions need to be strengthened at all levels K-12.
 2. Additional support, training and resources need to be available to our teachers.
 3. Our lowest achieving students need to have equal access to our curriculum.
 4. Our lowest achieving students also need access to our best teachers and resources.
 5. All students need to be challenged and enrichment opportunities need to be accessible to every student.
-

The attendance rate on any given day at Trinity Area is excellent. However, there are still small pockets of students that do not come to school regularly. This phenomenon is predominately at the high school level.

District Level Plan

Action Plans

Goal #1: Trinity Area School District will address barriers to student learning in order to increase student achievement.

Related Challenges:

- 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 barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Scores 2016-17, 2017-2018, 2018-2019, 2019-2020

Specific Targets: An increase of 2% each school year within the "at-risk" subgroups on the PSSA and Keystone Exams. At-risk will include students with disabilities, economically disadvantaged and/or English language learners.

Type: Annual

Data Source: PVAAS (Pennsylvania Value-Added Assessment System)

Specific Targets: Trinity Area schools will need to minimally demonstrate "Evidence that the school met the standard for PA Academic Growth" within PVAAS each school year. Trinity Area will use the predictive capabilities within PVAAS to help identify students who are at risk of falling behind. By focusing on growth, rather than on who passed or failed a test in a given year, we can make sure all students – ranging from the academically gifted to the academically at-risk are making progress.

Strategies:

Differentiated Instruction

Description:

A Trinity Area Belief statement reads, "Every student can learn." Our teachers make every effort to meet the needs of our diverse students. Differentiating instruction is one method to assure that our diverse learners are being challenged and progressing at their unique pace. Differentiating Instruction can also be used as a strategy to reduce barriers to student learning in the classroom.

Carol Ann Tomlinson (2001) defines differentiation as a means of tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Differentiation is responsive teaching rather than one size fits all teaching (Tomlinson, 2005). Teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn (Tomlinson, 2003). This approach to teaching advocates active planning for student differences in classrooms to ensure that student needs are met.

The Understanding by Design with Learning Targets educational framework (Moss and Brookhart 2012; Wiggins and McTighe, 1998) align well with differentiated instruction. The use of assessment results to determine the student's progress and to drive the curriculum and instruction is paramount.

SAS Alignment: Instruction, Assessment, Materials & Resources

Professional Learning Communities

Description:

In an effort to reduce barriers to student learning, teachers and principals will meet as members of a professional learning community (PLC) to analyze student achievement data, review instructional practices, and determine ways to enhance students' learning based upon the professional development they receive. There are several definitions of a Professional Learning Community. DuFour, DuFour, Eaker, and Many (2006) define PLCs as educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Feger and Arruda(2008) describe the process as a strategy to increase student achievement by creating a collaborative school culture focused on learning.

Principals and teachers will be trained to interact as an effective PLC. They will receive professional development, literature, and practice operating as an effective team. The principals and department chairs will facilitate the professional learning communities.

Principals will also meet as a professional learning community to discuss data gleaned from teacher walk-throughs and observations.

SAS Alignment: Assessment, Curriculum Framework, Instruction

Implementation Steps:

Acquire experts in the field of differentiated instruction to train teachers.

Description:

Task:

- Acquire an expert or experts in the field of differentiated instruction to train teachers
- Schedule training sessions for teachers throughout the school year and through 2020.
- Train teachers on how to use differentiated instruction to ensure academic rigor and equity in education while meeting the learning needs of all students. Co-teaching, inclusion practices and student enrichment will be studied by our staff.

Evidence:

- A professional development schedule provides evidence of dates and teacher participation

- Teachers earn act 48 hours
- Teachers attend sessions throughout the school year
- Principals observe differentiated instruction in the classroom walkthroughs

Start Date: 8/15/2016 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Principals will assure that every student has equal access to Trinity Area's rigorous curriculum through scheduling, IEP team meetings, or inclusion opportunities.

Description:

By embracing the inclusion philosophy, all Trinity Area students will participate as members of heterogeneously mixed classrooms whenever possible. Lack of exposure to a comprehensive curriculum will not be a barrier to student achievement at Trinity Area.

Task:

- Principals will assure that every student has equal access to Trinity Area's rigorous curriculum through scheduling considerations, IEP team meetings, or inclusion opportunities.

Evidence:

- Students are instructed in heterogeneously mixed classrooms to ensure equity in their educational experience when possible.
- Student schedules
- Student IEPs
- Agendas
- Master Schedule
- Class Rosters

Start Date: 8/15/2016 **End Date:** 6/30/2020

Program Area(s): Special Education, Student Services

Supported Strategies:

- Differentiated Instruction

Teachers will use Various Interventions K-12 to Reduce Barriers to Student Learning

Description:

In an effort to meet the needs of diverse learners, interventions will be accessible to all students needing support.

Interventions can include, but are not limited to the following:

- Differentiated instructional teaching strategies can be utilized in the classroom.
- Language! resources will be used for struggling readers in grades 4-12.
- ALEKS (Assessment and LEarning Knowledge Spaces) will be used at the high school level for struggling math students. Students will be assigned data-informed instruction on a computer-based program to advance their mathematic skills.
- My Reading Lab computer-based reading program
- The Daily 5 and Cafe Reading strategies will be implemented
- The Leveled Language Intervention resources will be implemented to low readers in grades K-3 by the reading specialist.
- Credit Recovery Courses
- Summer School
- Remediation courses and activities
- After School Tutoring

Evidence:

1. Teachers identify students in need through effective assessments and data analysis.
2. Teachers will be trained to use various resources to help students
3. Struggling students are identified in a timely manner through consistent and timely assessments.
4. Interventions are implemented for students in need.
5. Progress is monitored and the support/instruction is adjusted accordingly.

Start Date: 8/15/2016 **End Date:** 6/30/2020

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

Supported Strategies:

- Differentiated Instruction

Chromebooks and Digital Texts/Resources for High School Students to Reduce Barriers in Learning

Description:

Tasks:

- Trinity Area will continue to equip students with technology to enhance educational experiences.
- The Chromebooks will serve as a tool to provide students with differentiated learning opportunities based on student need in school and outside of school.
- All high school students will now have equal access to technology to enhance their learning.
- High School students will continue to be assigned a Chromebook in grade 9.

Evidence:

- Each high school student will be assigned a Chromebook in August of 2016.
- Usage reports will indicate how often the students are using the laptops in a responsible and meaningful manner.

Start Date: 8/15/2016 **End Date:** 6/30/2020

Program Area(s): Educational Technology

Supported Strategies:

- Differentiated Instruction

Heterogeneously Mixed Classrooms at the Elementary Schools

Description:

By embracing the inclusion philosophy, all Trinity Area elementary students will participate as members of heterogeneously mixed classrooms whenever possible. Lack of exposure to a comprehensive curriculum will not be a barrier to student achievement at Trinity Area. Teachers will receive training on how to maintain academic rigor in heterogeneously mixed classrooms and differentiate instruction. Teachers are also equipped with materials and resources to differentiate instruction.

Evidence:

- Principals observe teachers' differentiation of instruction during their walk-throughs and observations.
- Principals engage teachers in conversations about their use of differentiated instructional strategies to maintain academic rigor in heterogeneously mixed classrooms.
- Schedules
- Rosters

Start Date: 8/15/2016 **End Date:** 6/30/2020

Program Area(s):**Supported Strategies:**

- Differentiated Instruction

Data Analysis: Teachers, principals, and administrators will analyze student achievement data in an effort to identify and reduce barriers to student learning.

Description:

"Daily life in districts and schools requires educators to effectively navigate a sea of data: diagnostic and norm-referenced standardized assessment data, reading assessment data, state and local assessment data, in combination with other data related to instructional programs and demographic, attendance, and dropout trends. This new level of applied data use requires district and school administrators, teacher leaders, and classroom teachers to be data literate, that is, able to use multiple types of

assessment and other data to inform decisions that lead to higher student achievement" (Ronka, Lachat, Slaughter, and Meltzer, 2009).

- Principals will schedule regular meetings for the purpose of analyzing and discussing student achievement data
- Teachers and principals will meet as members of professional learning communities to analyze student achievement data by noting similarities and anomalies among teachers' instructional techniques and student achievement.
- Discuss ways to strengthen instruction to improve student achievement when it is noted that more than 20% of students are achieving at a low level on a particular summative or standardized assessment.
- Updated data analysis training will be ongoing.

Evidence:

- PLCs meet regularly to review assessment data and discuss best instructional practices. Time and schedules are made for data analysis. Teachers are utilizing the database systems and assessments to make decisions about curriculum and instruction.
- Minutes, schedules, curriculum updates and utilization reports can provide evidence of completing this action step.

Start Date: 8/15/2016 **End Date:** 6/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Professional Learning Communities

A Professional Learning Community to Review Student Attendance

Description:

In an effort to address barriers to student learning, building principals will facilitate a PLC that will focus primarily on student attendance. Staff members in each building can take an active role in planning to address student attendance issues. The PLC will study and analyze the specific attendance patterns of each school. The team will research strategies and programs that increase student attendance. The group will establish and field test effective strategies and procedures to help increase the attendance rate of students that are chronically absent.

Evidence:

- The PLC meets regularly to study attendance concerns within the school building.
- The PLC identifies specific strategies to address attendance concerns.
- Chronically absent students will attend school more often.
- Procedures are created and implemented to address attendance concerns.
- The PLC monitors the progress and creates new interventions when needed.

Start Date: 8/17/2016 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Professional Learning Communities

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Trinity Area School District will address barriers to student learning in order to increase student achievement. **Strategy #1: Differentiated Instruction**

Start	End	Title	Description
8/15/2016	6/30/2020	Acquire experts in the field of differentiated instruction to train teachers.	<p>Task:</p> <ul style="list-style-type: none"> • Acquire an expert or experts in the field of differentiated instruction to train teachers • Schedule training sessions for teachers throughout the school year and through 2020. • Train teachers on how to use differentiated instruction to ensure academic rigor and equity in education while meeting the learning needs of all students. Co-teaching, inclusion practices and student enrichment will be studied by our staff. <p>Evidence:</p> <ul style="list-style-type: none"> • A professional development schedule provides evidence of dates and teacher participation • Teachers earn act 48 hours • Teachers attend sessions throughout the school year

- Principals observe differentiated instruction in the classroom walkthroughs

Person Responsible	SH	S	EP	Provider	Type	App.
Mr. Donald L. Snoke	6.0	10	260	Outside University Experts	School Entity	Yes

Knowledge Using data to differentiate instruction to meet the students' needs..

Supportive Research DI is a research based practice to improve student achievement.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Training Format Series of Workshops
 Live Webinar
 Professional Learning Communities

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

	Dir New Staff	High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
		Evaluation Methods

LEA Goals Addressed: Trinity Area School District will address barriers to student learning in order to increase student achievement. **Strategy #1: Differentiated Instruction**

Start	End	Title	Description
8/15/2016	6/30/2020	Teachers will use Various Interventions K-12 to Reduce Barriers to Student Learning	In an effort to meet the needs of diverse learners, interventions will be accessible to all students needing support.

Interventions can include, but are not limited to the following:

- Differentiated instructional teaching strategies can be utilized in the classroom.
- Language! resources will be used for struggling readers in grades 4-12.
- ALEKS (Assessment and LEarning Knowledge Spaces) will be used at the high school level for struggling math students. Students will be assigned data-informed instruction on a computer-based program to advance their mathematic skills.
- My Reading Lab computer-based reading program
- The Daily 5 and Cafe Reading strategies will be implemented
- The Leveled Language Intervention resources will be implemented to low readers in grades K-3 by the reading specialist.
- Credit Recovery Courses
- Summer School
- Remediation courses and activities
- After School Tutoring

Evidence:

1. Teachers identify students in need through effective assessments and data analysis.
2. Teachers will be trained to use various resources to help students

- 3. Struggling students are identified in a timely manner through consistent and timely assessments.
- 4. Interventions are implemented for students in need.
- 5. Progress is monitored and the support/instruction is adjusted accordingly.

Person Responsible	SH	S	EP	Provider	Type	App.
Mr. Donald L. Snoke	6.0	4	100	Various Highly Qualified Trainers	For Profit Company	Yes

Knowledge

Interventions for struggling students.

Supportive Research

Differentiating instruction to meet the needs of diverse learners.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

LEA Goals Addressed: Trinity Area School District will address barriers to student learning in order to increase student achievement. **Strategy #1: Differentiated Instruction**

Start	End	Title	Description
8/15/2016	6/30/2020	Heterogeneously Mixed Classrooms at the Elementary Schools	By embracing the inclusion philosophy, all Trinity Area elementary students will participate as members of heterogeneously mixed classrooms whenever possible. Lack of exposure to a comprehensive curriculum will not be a barrier to student achievement at Trinity Area. Teachers will receive training on how to maintain academic rigor in heterogeneously mixed classrooms and differentiate instruction.

Teachers are also equipped with materials and resources to differentiate instruction.

Evidence:

- Principals observe teachers’ differentiation of instruction during their walk-throughs and observations.
- Principals engage teachers in conversations about their use of differentiated instructional strategies to maintain academic rigor in heterogeneously mixed classrooms.
- Schedules
- Rosters

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent	3.0	10	260	Experts on Differentiated Instruction	College or University	Yes

Knowledge Teachers receive training on how to maintain academic rigor in heterogeneously mixed classrooms.

Supportive Research Adjusting instruction to teach students at different levels is a best practice.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format

- Series of Workshops
- Live Webinar
- Department Focused Presentation
- Podcast
- Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals

Grade Levels

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

Follow-up Activities

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

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

with administrator and/or peers
 Creating lessons to meet
 varied student learning styles

Standardized student assessment
 data other than the PSSA
 Classroom student assessment data

LEA Goals Addressed: Trinity Area School District will address barriers to student learning in order to increase student achievement. Strategy #1: Professional Learning Communities

Start	End	Title	Description
8/15/2016	6/30/2020	Data Analysis: Teachers, principals, and administrators will analyze student achievement data in an effort to identify and reduce barriers to student learning.	<p>"Daily life in districts and schools requires educators to effectively navigate a sea of data: diagnostic and norm-referenced standardized assessment data, reading assessment data, state and local assessment data, in combination with other data related to instructional programs and demographic, attendance, and dropout trends. This new level of applied data use requires district and school administrators, teacher leaders, and classroom teachers to be data literate, that is, able to use multiple types of assessment and other data to inform decisions that lead to higher student achievement" (Ronka, Lachat, Slaughter, and Meltzer, 2009).</p> <ul style="list-style-type: none"> • Principals will schedule regular meetings for the purpose of analyzing and discussing student achievement data • Teachers and principals will meet as members of professional learning communities to analyze student achievement data by noting similarities and anomalies among teachers’ instructional techniques and student achievement. • Discuss ways to strengthen instruction to improve student achievement when it is noted that more than 20% of students are achieving at a low level

on a particular summative or standardized assessment.

- Updated data analysis training will be ongoing.

Evidence:

- PLCs meet regularly to review assessment data and discuss best instructional practices. Time and schedules are made for data analysis. Teachers are utilizing the database systems and assessments to make decisions about curriculum and instruction.
- Minutes, schedules, curriculum updates and utilization reports can provide evidence of completing this action step.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent	3.0	6	260	Various Trainers from the assessment software/database	For Profit Company	Yes

Knowledge Ongoing updates on how to use assessment data to make instructional decisions and monitor student progress.

Supportive Research Using assessment data to make instructional and curricular decisions is a best practice

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	Series of Workshops Podcast Professional Learning Communities	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex New Staff	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers		

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Jennifer Morgan on 5/16/2016

Board President

Affirmed by Michael Lucas on 5/16/2016

Superintendent/Chief Executive Officer