

Erie City SD

District Level Plan

07/01/2013 - 06/30/2016

District Profile

Demographics

148 W 21st St
Erie, PA 16502-0000
(814) 874-6000
Superintendent: Dr. Jay D. Badams

Planning Process

The Superintendent of the Erie School District, Dr. Jay D. Badams, is leading the planning process to ensure that the appropriate systemic change will be identified and implemented with fidelity. At the beginning of Dr. Badam's term as Superintendent in 2010, the District was faced with a \$26 million dollar budget deficit. As a result of the deficit, the District had to furlough 240 teachers, reduce the number of administrators by 50%, and significantly reduce the number of support staff. At the beginning of the 2012 school year, the District closed 3 schools and reconfigured three other schools from K-8 to K-5 schools. In addition to the budget considerations, the District has been involved in a major infrastructure optimization planning process. The District has spent more than a year studying the district's buildings, enrollment, population shifts, demographics and programs. In the next year, the District, along with support from the financial, academic and community advisory councils, will help to decide which option will best serve the District for the future.

While the District has undergone unprecedented changes to the infrastructure, staffing and programming, the Superintendent has established the three goals of continuous improvement of teaching and learning, culture and climate and organizational effectiveness. The strategic planning process falls under that cycle of continuous improvement. A coherent strategic plan will help to ensure that the bar is raised for each student.

The District level plan is supported by members from each of the stakeholder groups: central administration, the board, parents, principals, teacher leaders, special education, instructional technology, representatives from the financial, academic and community advisory councils and community business leaders.

The Superintendent hosts a weekly leadership team meeting where issues and concerns impacting the District are brought to the table. Members of the leadership team were tasked with taking sections of the strategic plan to address. The leaders and their committees reviewed the data, the guiding questions and developed the responses. The leadership team is responsible for the implementation, evaluation and monitoring of the plan. In addition to the District level planning process, at the end of August, the schools that were required to submit school level plans, submitted their plans to the Board and the Superintendent.

The communication plan includes a review by the Superintendent and the leadership team, board approval, publication on the District website, and a review of the plan with the various advisory groups that the District sponsors.

The continuous improvement of teaching and learning, culture and climate, and organizational effectiveness will be the outcomes of this District level planning process.

Mission Statement

Adopted by the City of Erie School Board on March 9, 2011

The Erie School District will create in its schools and in its relationship with the Erie community, a culture of high expectations, collaboration, respect, and accountability.

We will actively engage students in their learning through a high quality curriculum and excellent teaching.

Our primary purpose as an organization is to prepare our students to establish and achieve their higher education and career goals.

Vision Statement

Adopted by the City of Erie School Board on March 9, 2011

In an environment of high expectations, trust, collaboration and respect WE ALL CAN LEARN.

Shared Values

We believe that...

- education must be student-centered and that every child can learn
- education is a responsibility shared by parents, students, educators, and the community
- education should be differentiated, because every student learns differently and has unique interests.

We acknowledge the importance of ...

- teaching the whole child
- providing support to meet students' academic, emotional, social, and creative needs
- distributing resources adequately and equitably.

Goals:

Goal #1 Continuous Improvement of Teaching and Learning

Cultivate a learning community which supports high levels of learning that will prepare students for higher education and career opportunities.

Goal #2 Continuous Improvement of Culture and Climate

Provide a safe and healthy learning and work environment that promotes responsible citizenship, self-discipline, collaboration, and mutual respect.

Goal #3 Continuous Improvement of Organizational Effectiveness

Conduct all District operations in a manner that maximizes performance and minimizes costs.

Educational Community

The City of Erie is the fourth largest city in Pennsylvania and is Pennsylvania's only lake port city. Erie has a population of 103,717, according to the 200 census. Erie County has a population of over 280,000 people.

The economic status of the Erie community: Erie County unemployment rate has been higher than Pennsylvania's rate for decades. Our current unemployment rate is 9.4 % higher than the benchmark average of peer sized regions across the U.S. The City's average annual wage is \$36,366 per year, the second lowest in the county. The skilled labor force is aging and there are concerns about our ability to replace a retiring workforce. Erie has a high poverty rate, with 17% of Erie County residents to be below the poverty level. The City of Erie Poverty rate is 25%.

Types of industries: The area's economy is changing. The manufacturing sector has experienced substantial job loss. The bright spots in the community are health care and tourism, while other sectors remain stable. The job and business growth over the past decade has been in the health care sector with over 4600 new jobs. Erie's largest employer is GE Transportation, manufacturing locomotives. The city retains four of the nation's top 50 plastic companies and over 10% of the nation's plastic injection molding. There are approximately 20 major employers in the City, which provide services health care, higher education, utilities, insurance, telecommunication and manufacturing.

Community resources: Locally, Erie County rates are above those of Pennsylvania and the nation. Erie's volunteer rate is only behind Harrisburg, Lancaster and York. Erie has a robust nonprofit sector that provides educational, recreational, and cultural programming. There are many neighborhood resources serving families and children in the city, such as the Neighborhood Art House, Parade Street Community Center, JFK Center, Multicultural Resource Center, Bayfront NATO, Boys and Girls Club and many branches of the YMCA.

Opportunities does the community offer to students: On a small scale, many nonprofit and community organizations individually work with our students within and out of school. The arts institutions provide programming and concerts. The Y's neighborhood centers and Boys and Girls Club provide out of school time programming. The District partners with organizations to provide after school programming, CHAMPS/GEARS, support for homeless students, teen parents, grief counseling, family support centers.

Community's response to the School District: Over the past two years, during all of the budget discussions, the District held Town Hall meetings in different locations in the City. These town hall meetings allowed citizens to address their concerns, ask questions and offer suggestions for improvement. Hundreds of citizens attended those town hall meetings and stayed for hours. The feedback indicated that the community appreciated the opportunity to be heard, there is strong approval for the Superintendent and the level of transparency, there is concern about the achievement results and a desire to see the District demonstrate significant improvement in order to secure the economic future of the city and the region.

Core Foundations

Standards

Mapping and Alignment

Elementary Education – Primary Level

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

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

The focus over the past few years for the District has been around math, science and literacy. The curriculum maps for those content areas have been defined and articulated. Currently with the shift to the Common Core State Standards, maps need to be aligned to the Common Core. That work in the District is well underway.

The content area of Social Studies has not had as much attention, so the maps need to be reviewed, revised and aligned to the shifts toward the CCSS. The timeline for mapping and alignment for Social Studies is to form a committee this year, pilot in 2013-14 and implement the following year.

In the area of Alternate Academic Content, those maps have not been developed or aligned. Students in those classes receive the same materials, resources and curriculum as the general education student, however, the instruction is differentiated to fit the needs of the students.

Elementary Education – Intermediate Level

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

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

As the District shifts to the Common Core State Standards (CCSS), the focus has been on K-12 math, literacy and science. Those maps have been developed by teacher/administrative teams and are a work in progress. The alignment of those maps to the CCSS is an ongoing process. The District is using a

feedback loop process where the maps are implemented, teachers provide feedback, the maps are then revised. This process is working well in all of the content areas.

The maps for Social Studies are outdated and have not been revised at the elementary or mid level. The timeline for this curriculum work is to select the committee this year to begin the work, pilot the curriculum next year and fully implement during the 2014-2015 school year. This work will be aligned to the CCSS.

In the area of Alternate Academic Content, those maps have not been developed or aligned. Students in those classes receive the same materials, resources and curriculum as the general education student, however, the instruction is differentiated to fit the needs of the students.

Middle Level

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

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

As stated above the Social Studies content area needs to be addressed. A timeline has been built for this content area with the committee selection this school year and the work to begin, pilot and implementation in the following years.

In the area of Alternate Academic Content, those maps have not been developed or aligned. Students in those classes receive the same materials, resources and curriculum as the general education student, however, the instruction is differentiated to fit the needs of the students.

The availability for World Language at the middle grades was eliminated with the budget cuts. Currently the District is using the Rosetta Stone program for students who are interested in World Language.

High School Level

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

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

As the District shifts to the CCSS, all maps will need to be reviewed and aligned. This is an ongoing process in the District. The curriculum for the Alternate Academic Content at the high school level needs to be addressed. Currently those students receive the same content as the general education students, but differentiated based on needs.

Adaptations

Elementary Education – Primary Level

- Health, Safety and Physical Education
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

Elementary Education – Intermediate Level

- Health, Safety and Physical Education
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

Middle Level

- Health, Safety and Physical Education
- Mathematics
- Science and Technology

High School Level

- Health, Safety and Physical Education
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

Explanation for any standards checked:

Health, Safety and Physical Education: The District work around Health and Wellness began in 2010. Up to that point there had been no curriculum for that content area. The teacher committee used the PA standards as a jumping off point. They asked the questions: “Will our children be ready to meet the demands of the 21st century?” What do children need to know and be able to do in order to pursue a lifetime of health-enhancing and satisfying physical activity?” The committee developed K-12 modules following a Ubd format. The curriculum includes a feedback loop which is then used to review and revise annually.

Literacy in History/Social Studies, Science and Technical Subjects: As the state and the District shift to the CCSS, the committee has done extensive alignment work. The K-5 literacy maps have been refined and

implemented this year. The focus is on 50% non fiction text, reading and writing based on evidence from the text, and a focus on writing. The curriculum is a UbD design with performance tasks as part of the curriculum work. As with all of the curriculum, there is a feedback loop embedded into the work. At the high school level, a committee of Social Studies and English teachers have come together to design integrated modules, using the Literacy Design Collaborative template and tasks. The modules are being implemented this year at all of the high schools.

Mathematics: Over the past several years, the District has done extensive work with K-12 mathematics. With funding support from the GE Foundation Developing Futures grant, the District has been able to develop a cohesive K-12 curriculum. The maps are built and published, and the District is in the process of aligning those maps to the CCSS. The maps include pacing guides, resources, and assessments. The curriculum work and the program goals have been aligned to the CCSS and the major work of that grade.

Science and Technology: The Science maps have been developed and are continuing to be a work in progress. The maps include the resources, essential questions, pre/post assessment and follow a UbD model. The alignment is moving toward the Next Generation Science Standards (NGSS) framework. That work will continue through the year.

Curriculum

Planned Instruction

Elementary Education – Primary Level

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

Processes used to ensure Accomplishment:

The process that are being used to ensure the Accomplishment are the following:

- the curriculum is based on the standards and the shifts to the Common Core State Standards
- all curriculum work is K-12
- curriculum is developed by a collaborative committee of teachers and administrators
- a timeline of committee selection, design, pilot, implementation and reviewed has been developed
- a feedback cycle is built into the design of the curriculum work, so that there is an constant review process

- formative assessment is built into the curriculum work with common scoring and rubrics
- time and resources have been allocated to the curriculum development and alignment work through the GE Developing Futures grant
- resources, pacing guides, lesson plans, grading and assessments identified as part of the curricular work

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

N/A

Elementary Education – Intermediate Level

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

Processes used to ensure Accomplishment:

The process that are being used to ensure the Accomplishment are the following:

- the curriculum is based on the standards and the shifts to the Common Core State Standards
- all curriculum work is K-12
- curriculum is developed by a collaborative committee of teachers and administrators
- a timeline of committee selection, design, pilot, implementation and reviewed has been developed
- a feedback cycle is built into the design of the curriculum work, so that there is an constant review process
- formative assessment is built into the curriculum work with common scoring and rubrics
- time and resources have been allocated to the curriculum development and alignment work through the GE Developing Futures grant
- resources, pacing guides, lesson plans, grading and assessments identified as part of the curricular work

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

The process that are being used to ensure the Accomplishment are the following:

- the curriculum is based on the standards and the shifts to the Common Core State Standards
- all curriculum work is K-12
- curriculum is developed by a collaborative committee of teachers and administrators
- a timeline of committee selection, design, pilot, implementation and reviewed has been developed
- a feedback cycle is built into the design of the curriculum work, so that there is an constant review process
- formative assessment is built into the curriculum work with common scoring and rubrics
- time and resources have been allocated to the curriculum development and alignment work through the GE Developing Futures grant
- resources, pacing guides, lesson plans, grading and assessments identified as part of the curricular work

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

N/A

High School Level

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

Processes used to ensure Accomplishment:

The process that are being used to ensure the Accomplishment are the following:

- the curriculum is based on the standards and the shifts to the Common Core State Standards
- all curriculum work is K-12
- curriculum is developed by a collaborative committee of teachers and administrators
- a timeline of committee selection, design, pilot, implementation and reviewed has been developed
- a feedback cycle is built into the design of the curriculum work, so that there is an constant review process
- formative assessment is built into the curriculum work with common scoring and rubrics
- time and resources have been allocated to the curriculum development and alignment work through the GE Developing Futures grant
- resources, pacing guides, lesson plans, grading and assessments identified as part of the curricular work

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

N/A

Modifications 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.

This is an area in need of improvement for the District. Currently, differentiation is built into the curriculum and teachers access those modifications through teacher's guides and manuals. The standards and the curriculum were developed based on the general population of student. Teachers are provided professional development in each of the content areas around differentiation, both for striving learners and to enhance the learning. Currently, this is part of the classroom instruction.

The District uses and RTII model in some schools, but it is not District-wide. An intervention system is an area that is need throughout the District. We need to develop a set of data-based decision protocols across the District which will guide students into differentiated interventions and enrichment.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Building Supervisors
- District Administrators

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

Annual Instructional evaluations: The District uses the Danielson model for evaluations. This model is called the PEERS (Professional Educator Evaluation Review System). This model was developed in 2006-2007 with a collaborative team of teachers and administrators. There are 3 methods for evaluation: Focused observation which is 2 times per year for any teacher who is new or changed a content, grade, or building; Standard observation which is 1 time per year for the majority of the teachers and Cooperative self-directed project which is for teachers who must submit a project plan to the administrator.

Formal classroom observation focused on instruction: The PEERS model as stated above covers the four domains of evaluation; Domain 1 Planning and Preparation, Domain 2 The Classroom Environment, Domain 3 Instruction, and Domain 4 Professional Responsibilities. The focus on the model is to support classroom instruction through observation and evaluation. The model is designed with phases for teachers who may need to be placed on awareness/action or intensive support phases.

Instructional Coaching: As part of the GE Developing Futures in Education grant, the District implemented instructional coaching at the K-8 level in 2008. The program was designed as a strategy to provide teachers with ongoing, job-embedded, personalized professional development that is connected to teaching and learning. This year, the grant provided for HS facilitators focused on the implementation of the Common Core State Standards.

Peer evaluation/coaching; During the school year of 2011-2012, the District instituted peer evaluation in K-5 math, called Teacher Walks. The purpose of teacher walks is for teachers to observe a lesson and then engage in reflective dialogue about best practices in teaching and learning. This process affords teachers the opportunity to observe colleagues, analyze lessons, participate in collegial discussion, and receive feedback on their own practice.

Walkthroughs targeted on instruction: The District identified the need to expand the formal and informal capacity of administrators to support changes in teacher practice using observation and analysis of teacher. To that end the District has been in partnership with Research for Better Teaching, based on the research of Jon Saphier and **The Skillful Teacher**. In addition to the course work and application of observation to improve instruction, the District has implemented administrative Learning Walks which is a classroom visit designed for administrators to enhance their ability to more effectively monitor, evaluate, and improve teacher instructional practices.

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

N/A

Responsiveness to Student Needs

Elementary Education – Primary Level

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Gifted: At the primary level, students are not identified for gifted purposes.

Differentiated Instruction: One of the areas in need of improvement for the District is in the area of intervention. The District has implemented RTII in several buildings, but it is not District-wide. This is an area of need for the District.

Flexible instructional time: Currently the schedule is set at the beginning of the year by each school. At the primary level, students remain with one teacher, except for the Related Arts classes. Flexible instructional time based on student learning needs is an area of improvement for the District.

Elementary Education – Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Gifted: Students, in some schools are identified for Honors courses at the middle level based on assessments and grades. Not all schools with mid level students have ability to offer Honors courses due to staffing.

Differentiated Instruction: One of the areas in need of improvement for the District is in the area of intervention. The District has implemented RTII in several buildings, but it is not District-wide. This is an area of need for the District.

Flexible instructional time: Currently the schedule is set at the beginning of the year by each school. The time for each content area is determined at the building level, with recommendations for instructional minutes at the District level. In the 2011-2012, school year, the District moved to Departmentalization at grades 4 & 5, based on content. This has helped to focus the learning in those classes.

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Gifted: At the intermediate level, students are identified for the gifted program. Within the classroom, some schools do track students depending upon ability into Honors courses.

Differentiated Instruction: One of the areas in need of improvement for the District is in the area of intervention. The majority of classroom instruction at the mid level is whole group instruction.

High School Level

Instructional Practices	Status
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

Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00	65.00	65.00	65.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00	0.00	0.00	0.00
Physical Education	0.50	0.50	0.50	0.50	0.50	0.50
Science	3.00	4.00	4.00	4.00	4.00	4.00
Social Studies	3.50	3.50	3.50	3.50	3.50	3.50
Total Courses	22.00	23.00	23.00	23.00	23.00	23.00

2014 Graduation Specifics

Reading

- Proficiency on State Assessments

Writing

- Proficiency on State Assessments

Mathematics

- Proficiency on State Assessments

2015 and beyond Graduation Requirement Specifics

English Language and Composition

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.

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

Mathematics

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.

Science & Technology

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.

Environment & Ecology

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.

2017 and beyond Graduation Requirement Specifics

Biology or Chemistry

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.

American History, Civics/Government or World History

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work			X			
Civics and Government						

Economics						
English Language Arts						X
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Literacy in History/Social Studies, Science and Technical Subjects						
Mathematics						X
Science and Technology						X
World Language						

Methods and Measures

Summative Assessments	EEP	E EI	ML	HS
PSSA		X	X	
Keystone				X
Benchmark Assessments	EEP	E EI	ML	HS
DIBELS	X	X		
4Sight		X	X	X
Formative Assessments	EEP	E EI	ML	HS
Everyday Math RSA		X		
Curriculum based	X	X	X	X
Diagnostic Assessments	EEP	E EI	ML	HS
DRA	X	X		
CDT			X	X

Validation of Implemented Assessments

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

Provide brief explanation of District's process for reviewing assessments.

At this time the District is undergoing an assessment plan review. Historically the District has relied on the summative assessments or the benchmark assessments, such as 4 Sight. One of the stumbling blocks to the assessment plan was the ability to access data in a timely and efficient manner. The student management system allowed for scores to be input, but not item analysis or intervention. The District underwent a rigorous process to identify an assessment management system that will allow teachers and District staff to develop, administer, analyze and report on student growth and achievement. That system is currently in the pilot stages and will be fully operational after February 2013.

Development and Validation of Local Assessments

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

As stated in the previous section, the District is undergoing a pilot to develop, administer, score and analyze local assessments. No plans have been developed to validate them independently at this time.

Collection and Dissemination

Describe the District's system to collect, analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams.

The District's system to collect, analyze and disseminate data includes:

- Access to the Educational Data Warehouse which houses all student information and enables administrators the ability to build reports as needed. Reports can be built easily and quickly. Administrators can build reports such as student attendance and assessment information, student achievement by teacher or course or any variety of reports
- Administrators receive professional development on data sources such as PVAAS, DRC Report Cards, and Emetric. These data sources are used to build school improvement plans.
- Access to Curriculum Diagnostic Tests (CDT) is available to administrators and teachers at the mid and high school level
- New assessment management system will enable curriculum based assessments to be administered and the results analyzed immediately so that students needs can be addressed in a timely manner

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.

Currently assessment data is analyzed and reviewed at the building level. Teachers and administrators review the data in small group PLC or grade level meetings. Teachers implement modifications to instruction based on that data, however, the District does not have a fully-realized system of interventions. This is an area of need for the District.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by assessment anchor or standards-aligned learning objective.				
Instructional practices are identified that are linked to student success in mastering specific assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.				

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

Currently, student assessment results in mastering specific assessment anchors are reviewed at the building level during PLC or grade level meeting times. Almost every school has designated times to meet and review student data. The instructional coaches are a key element to the data discussions. They help the teachers access the data, help teachers to interpret the results and modify instruction based on those results.

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

Currently assessment results are reported by score and proficiency indicator. As the District moves toward the new assessment management tool, the anchors and learning objectives are embedded in that system's functionality.

Again, as the District implements the new assessment management system, students who do not demonstrate mastery will be identified quickly. This immediate identification of students will allow teachers to collaborate on the type of instructional strategies that will best increase the potential for success.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEl	ML	HS
Course Planning Guides				X
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	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
Mass Phone Calls/Emails/Letters	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X

Student Handbook				
School designed social media			X	X

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

The District has recently converted to a new website manager called Schoolwires. Schoolwires allow each department, school and teacher to have a webpage that they can edit in real time. This decentralized approach to communication allows the District to keep the content fresh and up-to-date. This new website will allow the accurate, flexible management of data for our families, teachers, administrators and community.

In addition to Schoolwires, the District uses a One-Call system district-wide to communicate information to families. Messages about Parent conference days to discuss assessment results have proven to be effective in the District.

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

The District is considering the development of a student handbook. The goal for the publication of a student handbook is fall 2013.

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 District's process for assisting schools that do not meet the annual student achievement targets is met through the school planning process. Currently, the schools in School Improvement I, II and Corrective Action I submitted school level plans that were approved by the Superintendent and the Board. Schools that are in Warning will also be encouraged to submit school level plans to address the areas that did not meet or exceed NCLB targets.

Programs, Strategies and Actions

Elementary Education – Primary Level

- Internet Web-based System for the Management of Student Discipline
- Student Assistance Program Teams and Training

Elementary Education – Intermediate Level

- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Student Assistance Program Teams and Training

Middle Level

- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Student Assistance Program Teams and Training

High School Level

- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Student Assistance Program Teams and Training

Explanation of strategies not selected and how the District Plans to address their incorporation:

Conflict resolution is a listed option in our student handbook. In some school there are peer mediation programs for students in grades 4 and above. Data states that this technique is most appropriate for students in grades 4 - 12.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

In compliance with state law, the Erie School District provides services designed to meet the unique needs of gifted students. The Erie School District identifies "gifted" students on a case by case basis based on state law and District policy. Such students may possess superior IQ scores or meet multiple criteria indicating gifted ability. Parents are made aware that if their child is believed to be in need of such services, they will be notified of evaluation procedures. Through various awareness activities, parents are also informed that if they believe their school age child may qualify for gifted education services, they may contact the District at any time to request a determination of eligibility at no cost to the parent.

Developmental Services

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

Explanation of developmental services:

Many health and wellness responses based on cooperation among nurses, gym teachers and administrators.

Diagnostic, Intervention and Referral Services

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

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

Explanation of diagnostic, intervention and referral services:

The ESD provides staff to work with building level SAP teams to coordinate intervention options for students and families. These master level staff conduct small group and individual non therapeutic sessions as determined by the SAP team. In addition they facilitate responses to threats of self harm and/or mental health crisis situations. On a weekly basis they present the more challenging scenarios to a consulting child psychiatrist for additional insight and recommendations. These staff work out of all of the ESD's high and middle schools as well as three of our elementary schools. The remaining school have access to these staff on an as needed basis.

Consultation and Coordination Services

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

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & AYP Websites	X	X	X	X

District Website	X	X	X	X
District-wide Phone Calls/Emails/Letters	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
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Editorial Board Meetings (District Level) with Newspaper	X	X	X	X
Comprehensive Common Core Communications Plan (Internal and External)	X	X	X	X
Community/School Townhall Meetings	X	X	X	X
Community Advisory Councils	X	X	X	X
Educational Focus Groups	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEL	ML	HS
District Website	X	X	X	X
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Health Fairs (Collaboration with Universities)	X	X	X	X
External Agency Brochures/Flyer Distribution	X	X	X	X
Individual Phone Calls from School Nurses	X	X	X	X
School-Based Health Center (UPMC)	X	X	X	
Health Alerts (with County Department of Health) to Primary Care Physicians	X	X	X	X

Frequency of Communication

Elementary Education – Primary Level

- More than once a month

Elementary Education – Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Teachers and support staff meet weekly in grade level teams to discuss student progress and use data to make effect changes to instruction. Each building has a BEST or Building Educational Support Team that meets weekly to discuss individul student concerns. The BEST reviews progress monitoring data and makes recommendations for interventions that are implemented and reviewed for effectiveness every 4-6 weeks.

Community Coordination

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

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

The district meets regularly with Early Childhood Programs to encourage quality early learning experiences and to provide additional support to families.

Representatives of the district work with the Success by 6 Group to ensure positive outcomes for children . Areas of focus are: Child abuse and neglect, children with special needs, children’s health care, education, parent education, community awareness, and school transition.

The Local Interagency Coordinating Councils are groups that consist of representatives from families, county administration, Intermediate Units, school districts, Early Intervention Providers, service coordinators, health agencies and other community agency. The LICC/Success by 6 Special Needs Committee is committed to developing ways to increase coordination and collaboration between service providers, Improve information sharing, remove roadblocks to

services, provide a forum for problem solving, and implementing plans for all transitions between agencies for all children from birth to 5 years of age.

LICC members have a shared vision of identifying and providing services to children from birth to five years old who are in need of services to accommodate strengths and needs. Likewise, each agency, through an individualized approach, addresses the need to empower and involve the family in the Early Intervention process. Family participation and team planning are integral ingredients in each agency's philosophy. Each agency remains committed to identifying and utilizing the best means available to provide service to identified youth and involving them in the most inclusive and least restrictive

Preschool Agency Coordination

Explain how the District 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 District and those operated by community agencies under contract from the District.
3. Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

1. All Pre-K students are enrolled in our programs by a state regulated needs criterion.

Students are observed and assessed using the Work Sampling assessment in September, January, and May.

Teachers refer appropriate students to our "Early Intervention Program" after a sufficient period of observation

and analyzing assessments. Students are assessed by appropriate staff from the district's Special Education

Department and accommodations are made accordingly.

2. The ESD acts as the LEA for Pre-K Counts Program for both the district and partner sites. The Federal/State Coordinator

manages the grant applications, budgets, staffing, teacher evaluation, and professional development opportunities.

The Pre-K Coach assists with curricula, ECERS evaluation, site visits, data entry on Pelican, and professional development. Monthly meetings are scheduled

to coordinate issues and updates with all partner sites. Monthly or quarterly payments are made to each site for operational expenses. The

regional manager also participates with coordination of the program with the LEA and partners with site visits, phone calls, and e-mails.

Students from partners sites are referred to the ESD "Early Intervention Program" for evaluation and/or appropriate services.

3. The ESD works with SB6 (Success by Six) to coordinate a smooth transition from Pre-K to kindergarten in our schools.

Monthly meetings are held to facilitate parent workshops, school visits, and kindergarten enrollment assistance. Student records are

sent to the receiving school by the Pre-K sites along with assessment data. Our Pre-K program provides students the necessary

skills sets to ensure success in the transition to kindergarten. Students who receive preschool early Intervention are evaluated by

school age school pshychologist and a recommendation for placement is made to the IEP Team.

Materials and Resources

Description of Materials and Resources

Elementary Education – Primary Level

Material and Resources Characteristics	Status
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Aligned and supportive of academic standards, progresses level to level and	Developing

demonstrates relationships among fundamental concepts and skills	
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

As stated in other areas of this Comprehensive plan, the Erie School District received a \$15 million dollar grant from the GE Foundation Developing Futures in Education grant. One of the first missions for the grant was to create a seamless K-12 curriculum for math and science. With funding from GE, the District was able to scale up inquiry based science for all students in K-5. The District boasts a fully realized Science Material Center that provides teachers all of the resources that they need to implement hands-on science.

As part of the grant, Everyday Math was chosen as the program for the District for K-5. Again, as with science all materials and resources have been provided to teachers and students, as well as an online component and Home Links.

Literacy for K-5 was not part of the original grant, however, with the shifts to the CCSS, the literacy maps include an full range of resources accessible in the District.

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

N/A

Elementary Education – Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

As stated in other areas of this Comprehensive plan, the Erie School District received a \$15 million dollar grant from the GE Foundation Developing Futures in Education grant. One of the first missions for the grant was to create a seamless K-12 curriculum for math and science. With funding from GE, the District was able to scale up inquiry based science for all students in K-5. The District boasts a fully realized Science Material Center that provides teachers all of the resources that they need to implement hands-on science.

As part of the grant, Everyday Math was chosen as the program for the District for K-5. Again, as with science all materials and resources have been provided to teachers and students, as well as an online component and Home Links.

Literacy for K-5 was not part of the original grant, however, with the shifts to the CCSS, the literacy maps include an full range of resources accessible in the District. Another area of need is around non-fiction text in K-8, as we shift toward the CCSS. Currently the District has an old basal series that does not provide enough depth around text complexity and informational text.

In addition to the materials and resources, the instructional coaches assist with the inventory, distribution and management of materials.

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

N/A

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Currently the GE Developing Futures TM grant has provided K-8 students with high quality materials and resources in math and science. The Science Material Center ensures that all science kits are refurbished and delivered in a timely manner. Math resources are also maintained and replenished as needed. It is critical that this high standard for resources continues.

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

N/A

High School Level

Material and Resources Characteristics	Status
A robust supply of high quality aligned instructional materials and resources available	Developing

Accessibility for students and teachers is effective and efficient	Developing
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

As mentioned in the above sections, the District has been the recipient of a grant from the GE Developing Futures in Education which has provided all students the access to high quality materials and resources.

In a renewal grant to the GE Foundation, the focus has shifted to high school. All of the materials and resources will be considered through the lens of the CCSS/NGSS. We will use the Publisher's Criteria for any purchases in ELA. In math, there will be committee work to consider Algebra II, Pre-Calculus and special education materials. In science, we will use the SPIR evaluation to consider how to best equip science labs for instruction and safety.

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

N/A

SAS Incorporation

Elementary Education – Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Full Implementation
Environment and Ecology	Implemented in

	50% or more of district classrooms
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Mathematics	Full Implementation
Science and Technology	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of

	district classrooms
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Further explanation for columns selected "<50%", "UNK" or "NA".

As stated in other sections of the Comprehensive Plan, the District plans to review and align Social Studies at the K-12 level. As the District moves forward with this work, the SAS material and resource section will be part of that process.

The District needs to address the Alternate Academic Content standard as part of the differentiation model.

Elementary Education – Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of

	district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Mathematics	Full Implementation
Science and Technology	Full Implementation
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

As stated in other sections of the Comprehensive Plan, the District plans to review and align Social Studies at the K-12 level. As the District moves forward with this work, the SAS material and resource section will be part of that process.

The District needs to address the Alternate Academic Content standard as part of the differentiation model.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of

	district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Mathematics	Full Implementation
Science and Technology	Full Implementation
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of

	district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

As stated in other sections of the Comprehensive Plan, the District plans to review and align Social Studies at the K-12 level. As the District moves forward with this work, the SAS material and resource section will be part of that process.

The District needs to address the Alternate Academic Content standard as part of the differentiation model.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of

	district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Mathematics	Full Implementation
Science and Technology	Full Implementation
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "<50%", "UNK" or "NA".

As stated in other sections of the Comprehensive Plan, the District plans to review and align Social Studies at the K-12 level. As the District moves forward with this work, the SAS material and resource section will be part of that process.

The District needs to address the Alternate Academic Content standard as part of the differentiation model.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

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

The School District of the City of Erie has made significant progress in completing activities aligned to our culminating Educational Technology Plan. The plan includes Twenty-Seven activities developed to address the technology needs of the District. The status of the aforementioned activities can be categorized as completed, on-going, or not addressed/delayed. Over the span of the current plan the following activities were completed: Data Warehouse, Communication and Safety, Online Board Documents, Parent Portal, Asset Identification and Reporting System, Work Order System, and a POS Cafeteria System. On-going activities include General Software, Hardware, and Application acquisitions, Staff Development, Digital Divide, Integrating Curriculum and Instruction, Instructional Technology Curriculum Development, Student Assessment, Curriculum Mapping, District Website, Telephone communication and Internal Connection Needs, Payroll, Finance, and HR System, Funding, Disaster Recovery, Business Continuity, and Redundancy, Uninterruptible Power Supplies, and Network Consolidation/ Virtualization. Activities not addressed/delayed, such as Public Address System, Forms Management, Internal Accounts, Environment Controlled MDFs/IDFs, and Security Forensics is a result of the prioritizing the allocation of resources and reevaluation of needs. The District provides an enterprise wireless solution for network and Internet access at every school. Our robust network infrastructure has been a solid foundation on which all successful District technology initiatives have been built. Information Technology staff work with representatives from all departments in the District and have formed community partnerships as a means to identify needs. Information Technology department outreach has had a positive effect on teaching and learning, district efficiency and services provided to our stakeholders.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how the District plans to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within the District Action Plans.)

Regardless of the significant progress the District has made with the technology initiatives implemented in our culminating tech plan, District technology is in a constant state of change with the focus on continual improvement. Future technology services can be broken down into two areas: Ongoing from

the district’s culminating plan (including services not addressed/delayed from the culminating plan), and New Services.

Ongoing:

The District will continue to make general software, hardware, and application acquisitions to support teaching, learning and District operations.

Staff Development is an essential part of District technology initiatives.

The Digital Divide continues to exist and may be addressed with the other Technology initiatives.

Integrating Curriculum and Instruction is a focus in ongoing technology training offerings.

Instructional Technology Curriculum Development being addressed with other technology initiatives.

Student Assessment is ongoing with a focus on Common Core standards.

Curriculum Mapping

District Website

Telephone communication and Internal Connection Needs, upgrade wireless infrastructure, VoIP deployment, video conference equipment

Payroll, Finance, and HR System

Funding

Disaster Recovery, Business Continuity, and Redundancy

Uninterruptible Power Supplies

Network Consolidation/ Virtualization

Public Address System, Forms Management, Internal Accounts, Environment Controlled MDFs/IDFs, and Security Forensics is a result of the prioritizing the allocation of resources and reevaluation of needs.

New Services:

10GB upgrade to data center and other locations

Desktop virtualization with anytime anywhere access

Ebooks

1:1 initiatives

Web based assessments

Distance learning (synchronous and asynchronous) opportunities for students and teachers

Professional Education

Characteristics

District’s Professional Education Characteristics	EEP	EI	ML	HS
Empowers educators to work effectively with parents and community partners.	X	X	X	X
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	X	X	X	X

practice research, 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.				

District's Professional Education Characteristics	EEP	EI	ML	HS
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.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	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 struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X

Provide brief explanation of District's process for ensuring these selected characteristics.

The goals of the District are the continuous improvement of teaching and learning, culture and climate and organizational effectiveness. Under these goals of continuous improvement of teaching and learning the District provides:

- Year-round training to teachers and administrators
- Just-in-time training to content based teachers
- Graduate level, in-house courses to develop content knowledge
- Use of professional learning communities in all buildings to enhance teacher practice
- Coaching as a professional development strategy
- Differentiated professional development for counselors and education specialists
- New teacher induction professional development, using the work of the Skillful Teacher
- Graduate level course work to administrators around observation and evaluation
- Works with Research for Better Teaching to provide in-depth training to administrators on observing and analyzing teaching

Under the goal of continuous improvement of culture and climate, the District has established three committees, Financial Advisory, Community Advisory and Higher Education Advisory, that meet regularly. The purpose of the committees are to assist the District in decision-making, serve as critical friends, review and advise, advocate for the District and help to communicate the District's message. These committees serve as that strategy to empower the District's administrators and teachers to work more effectively with the families and community. In addition to the committees, each Title I school has a parent advisory committee that helps with building specific programs and functions. At the high school

level, there are also parent groups. The Career and Tech school has a community advisory group. The other high schools have established parent groups that help to serve in those schools.

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

In the area of providing a variety of classroom-based assessment skills, the District has been working on an assessment plan that is being implemented this year. With the purchase of a new assessment management tool this year, teachers will have the ability to create, administer and analyze the results in a timely and efficient manner. The pilot will take place this year with full implementation next year. The goal is to create common assessments, administer the assessment, easily and quickly analyze the data and modify instruction. In addition to the assessment tool, common assessments will provide teachers data across grade levels to review and discuss in their PLC work.

In the area of instructing the leader in managing resources for effective results, the District has recently implemented an Enterprise Resource Planning system (ERP) that decentralizes functions such as payroll, finance and HR. Prior to this purchase, all resource decisions were made by Central office. With the implementation of the Business Plus system, administrators have the ability to monitor their own school budgets. As this is a new function for the administrators, additional professional development and training is needed so that they are confident in the process and the tool.

Strategies Ensuring Fidelity

- 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.
- District has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- District level has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Professional Development activities are developed that support implementation of strategies identified in the District Level Plan.

Provide brief explanation of District's process for ensuring these selected characteristics.

Over the past five years, with the support of the GE Foundation Developing Futures grant, the District has implemented K-12 science and math curriculum and the professional development to support the implementation. All teachers have had access to strong, high quality professional education. However, with the budget cuts and the school consolidations, many teachers are placed in new content or new grade level. Each change requires that teachers are prepared to move along the continuum of novice to practicing teacher. Professional development to support implementation occurs through a teacher support network (TSN), science presenter corps, professional development offerings, summer institutes, teacher walks and graduate level courses.

The District uses feedback from the sessions to validate whether the providers have the capacity to present the professional development. The District uses a combination of internal and external providers, but has built up the capacity of internal providers through the Science Presenter Corps, the coaching initiative, Learning Forward training and recently the National School Reform Faculty.

The monitoring system for the District is through the learning walk protocol. A learning walk is a classroom visit designed for administrators to enhance their ability to more effectively monitor, evaluate, and improve teacher instructional practices. Administrators who participate in this type of professional development learn about the specific characteristics of a safe learning environment, the components of an effective lesson, and have an opportunity to observe exceptional teaching.

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

The District needs to develop a strategy and accountability measure for ensuring fidelity to program implementation, curriculum and professional development. With the release of the PSSA data and the decline in student achievement scores, the District is reviewing the current strategies around professional education, program fidelity and consistency of implementation. The District has identified a sub set of schools, called Demonstration Schools. These Demonstration Schools represent The plan for these Demonstration Schools is to identify a few key strategies that will be implemented in the building with 100% fidelity. Each school has the ability to choose those strategies that they feel will be effective in their schools to raise student achievement. The goal from the District level is to build capacity in these schools, implement fully and then scale up to the other schools in the District over the next two years. The GE Foundation grant is helping to provide the funding and resource support needed to implement this strategy.

Prior to this year, building administrators were assigned to attend professional development sessions to serve as facilitators or sometimes to address less than professional behavior. Currently all administrators participate in the Skillful Teacher professional learning. Along with the knowledge base for effective instruction, administrators will need to badministrators need to remain knowledgeable and stay current with changes and revisions of District approved curricula, as well as, develop an awareness of core content instructional frameworks.

As administrators become more comfortable with the knowledge base for effective instruction, teachers will have clearer expectations around changes in teacher practice. As mentioned above, the Demonstration Schools will identify specific strategies, set expectations for all staff, provide the training needed to implement and then monitor for implementation.

Currently professional activities at the District level have been based on program implementation rather than based on a detailed needs assessment using student achievement results. At the school level, those schools that are in School Improvement have identified areas of concern and developed professional development plans to address those areas of concern.

While professional development is evaluated, the District does not have a metric to link the learning to changes in teacher practice or student learning. The administrator learning walks and walk throughs are the vehicle to observe changes in practice, however, the District needs to identify a tool to capture that data.

As mentioned in the first paragraph, the District is looking at Demonstration Schools to highlight effective practices and strategies. Each of those schools is reviewing student data and using that data to identify the professional needs for those teachers.

Induction Program

- Inductees will assign challenging work to diverse student populations.
- 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 District curricula.
- Inductees will know and apply District endorsed classroom management strategies.
- Inductees will know and utilize school resources that are available to assist students in crisis.
- Inductees will know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know, understand and implement instructional practices validated by the District as known to improve student achievement.
- 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.
- Workshops include: Building Relationships and Co-Teaching, Behavior and Classroom

Provide brief explanation of District's process for ensuring these selected characteristics.

The Teacher Induction Planning Committee meets yearly to review the feedback from participants, mentors and principals. This information is used to make revisions, improvements, and changes or additions to the Induction Program sessions.

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

Currently, the Induction Program does not mandate that new teachers are required to have training in the Standards Aligned System (SAS); however, opportunities for learning how to navigate the Standards

Aligned System (SAS) are determined by individual building administrators who may decide to provide site-based professional development. Additional opportunities to engage with colleagues and faculty members are provided by building administrators through site-based faculty meetings, PLCs, and grade level meetings.

Needs of Inductees

- Classroom assessment data (Formative & Summative).
- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by building supervisor to identify needs.
- Inductee survey (local, district, intermediate units and national level).
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Knowledge of successful research-based instructional models.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Standardized student assessment data other than the PSSA.
- Student PSSA data.
- Submission of inductee portfolio.
- Teachers are provided the following resources: *First Days of School* by Harry Wong, *Got Discipline: Researched-based Classroom Management Strategies* by Traynor, *What Good Teachers Do Differently* by Todd Whitaker

Provide brief explanation of District's process for ensuring these selected characteristics.

The Teacher Induction Planning Committee meets yearly to review the feedback from participants, mentors and principals. This information is used to make revisions, improvements, and changes or additions to the Induction Program sessions.

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

The District does not require Inductees to maintain a personal portfolio. They are, however, required to document and submit Teacher Induction/Mentor meeting forms monthly that outlines goals and objectives of mentor/mentee meetings. Inductees are encouraged to maintain a professional development portfolio.

Mentor Characteristics

- 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).
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must be willing to accept additional responsibility.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must have knowledge of District/School policies, procedures and resources.
- Potential mentors must model continuous learning and reflection.
- Both mentors and inductees are required to turn in monthly meeting logs to the Human Resource Office,

Provide brief explanation of District's process for ensuring these selected characteristics.

The administrator of each building has the sole responsibility for selecting mentor teachers and providing mentor and new teachers with necessary support. The Human Resource Department provides each Principal with required criteria and additional recommendations for mentor selection

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

Mentors must meet the following criteria mandated by the district:

- Minimum of five (5) years teaching experience
- Minimum of two (2) years teaching in the School District of the City of Erie
- Must possess a Level II Permanent Teaching Certification

Additional criteria for consideration of mentor selection to building administrators:

- Similarity in grade level or curricular area
- Location and/or proximity of classrooms
- Willingness to commit time
- Ability to model best practices in instruction and classroom management

Induction Program Timeline

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

If necessary, provide further explanation.

Many of the above components overlap as they are revisited multiple times throughout the school year not only within the Induction Program, but also through District initiatives, content-focused professional development, and site-based school improvement plans.

*Building principals are responsible for Safe and Supportive Schools throughout the entire school year. The Induction Program also includes the following topic: Classroom and Behavior Management, Building Relationships and Teacher Reflections.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The following procedures are followed to monitor the Induction program. Attendance is taken at all sessions for the Induction program. All participants are mandated to attend. Make up sessions are provided for anyone who is unable to attend for emergency reasons. The mentor portion of this program is monitored by monthly meetings between mentor and mentee. At semesters, all mentees are asked to provide District administration with copies of their notes from these meetings.

The evaluation of the Induction program is done at the end of each group session and again at the end of the mentoring program. District administrators, building administrators and teachers review the results and plan for the next year according to the responses by the evaluation results.

Recording Process

- Completion is verified by the Superintendent on the Application for Level 2 Certification.
- District administrator receives, tallies, and archives all District mentor records.
- Mentor documents his/her inductee's involvement in the program.
- Schools maintain accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

Special Education

Special Education Students

Total students identified: 2563

Identification Method

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

The Erie School District is using the Discrepancy Model for the identification of students with Learning Disabilities. This process examines whether a student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or by grade. To be identified with a specific learning disability, a student must not only display an ability-achievement discrepancy but must also be achieving significantly below age or grade level standards.

The District will provide professional development in the area of Response to Instruction which will subsequently lead to Response to Intervention.

Enrollment

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

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

The LEA's percentage of Special Education Enrollment for the School Year 2010-2011 was 19% compared to the State percentage of 15.2%. The LEA does not believe this to be an indication of significant disproportionality, however, as there are several facilities designed to service student with special needs located within the attendance boundaries of the LEA, specifically the Barber National Institute; Erie Homes for Children and Adults; and the Sarah A Reed Children's Center. It is the position of

the LEA that due to the nature of the services provided by these agencies, families with special needs children often locate or relocate to the area in order to access these services.

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?

In order to meet it's obligations under Section 1306 of the Public School Code, the LEA subcontracts with outside providers for educational and related services, including Perseus House and the Northwest Tri County Intermediate Unit #5.

The district ensures that students are receiving FAPE in the least restrictive environment by providing for supervision of special education programming and caseload management by the district's special education supervisory staff; as well as by maintaining close and frequent communication with the provider staff, monitoring staff credentials and it's implementation of IEP supports and services.

Any problems or barriers that exist which limit the District's ability to meet it's obligations are mostly related to failure to receive records in a timely manner from home school districts. In these cases, the LEA exercises it's child find obligations to ensure supports and services to eligible students.

Incarcerated Students Oversight

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

School District's that have a prison within their geographic boundary are required to educate youth who are awaiting trial and students that are eligible for Special Education services until the age of 21. The Erie School District has an agreement with the Erie County Prison that has been in place since 1998 fulfilling this obligation . A supervisor of Special Education from the Erie School District is responsible to oversee the entire process and to coordinate an agreement with Perseus House, a private service provider, to hire the staff that teaches the students.

The Erie County Prison has a basic intake process that includes all incoming inmates. At the time of intake, education is offered and is either accepted or rejected by the inmate. This intake information is electronically added to the prison data base. The Special Education teacher has access to this data base as part of the agreement with the Warden of the prison and the Chief of Correction Officers. The teacher

does a follow up meeting with the inmate in his or her living space, requesting and securing permission to educate. At this time, further forms are completed and additional information is requested to assist with each new students education. The evaluation needs of the inmate are also determined. The Erie School District has a process in place to complete psychological evaluations to ensure that all data for the inmate remains in compliance.

It should be noted that at the original prison intake many new inmates reject education due to the stress of the incarceration ordeal. The personal interview done by the teacher the following day usually is more successful in securing a positive response for education.

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.)

The Erie School District continues to work diligently to assure that to the greatest extent possible children with disabilities are educated with their non-disabled peers. The ESD believes that the key to assuring the most appropriate levels of inclusion lies with the IEP meeting process and the ongoing education of the professional staff regarding this process. To that end, the ESD continues to rank inclusionary practices as a priority in all professional development planning for Special Education staff.

The Erie School District provides training to administrators, teachers and paraprofessionals in inclusive practices. The District will utilize all available expertise from Local Intermediate Unit #5 staff, PaTTAN staff and local colleges and universities. The Erie School District will continue to provide professional development at local, state and national levels to those responsible to train others. The Professional Development Committee of the District assures that opportunities are made available to those that service students with special needs.

The efforts of the District Curriculum Coordinators have laid a strong foundation for the training of all teachers in best practices across the content areas of Math, Science, and Literacy. The Erie School District Coaching Initiative provides professional development to all teachers in the area of co-teaching models and techniques, the collaborative environment and researched based instructional strategies.

The Erie School District will continue to provide professional development training to all District special education teachers regarding the IEP process and the need to begin all program discussion with the general education environment as the starting point. All teachers will be schooled in the proper methodology of managing an IEP meeting to assure that discussion centers on student strengths and what adaptations need to be made to the general education environment to adequately service all students in that setting. Teachers will be informed of their responsibility to assure that the IEP team focuses on the services needed by the child rather than the location of service as a focus of the meeting. Yearly, professional development is provided to special education teachers in the logistics of PENNDATA Reporting.

The ESD continues to work with provider agencies to assure that they are meeting the high standards set forth for inclusion of students with disabilities. The District offers various professional development opportunities to agency staff and will assist with strategies that assure that children assigned to them are provided not only adequate, but quality opportunities to interact with typical peers. These activities are monitored throughout the school year to assure that they are ongoing and are both valuable socially and academically.

District administrators review classroom space in each building and the need to modify and adapt physical space where necessary to provide adequate means of access to all space in buildings. There is also provision of flexible scheduling for staff that provides support to students with disabilities.

As administration and staff continue training in the philosophy and protocols necessary to assure that students with disabilities are provided every opportunity to access the general education environment; it will be emphasized that positive communication with parents regarding FAPE is essential.

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).

The use of Positive Behavior Support is designed to foster those elements which establish conduct that reflects self control, self regulation and self discipline. These elements support the creation of a positive self image in students. The outgrowth of a positive self image leads to greater academic success and more positive peer interactions.

Professional development is provided to staff in the area of functional behavior assessment and developing positive behavior support plans. Training is provided through certified instructors of Crisis Prevention Intervention; Handle With Care; and Life Space Crisis Intervention. CPI training develops skills in the area of preventative techniques, de-escalation techniques, and postvention techniques for the management of significant student behaviors. The Life Space Crisis Intervention course provides carefully structured theoretical and applied instruction in crisis intervention skills used for reclaiming children and youth involved in patterns of self-defeating behavior. Handle With Care focuses on relationship building and teaches staff how to respond in a crisis to effectively deescalate students involved in a behavioral/emotional crisis.

The policy on the use of restraint and/or therapeutic hold with students is only considered a measure of last resort, only to be used after other less restrictive measures such as de-escalation techniques are used and the student poses a danger to himself or other.

The District has also provided professional development through trained members of the IU 5's team on Schoolwide Positive Behavior Support. A number of administrators, teachers, and support personnel participated in cohort training in order to become familiar with the tenets and of SWPBS and learn how to successfully implement the strategies in our schools. These individuals will now be able to support other school teams in SWPS implementation efforts.

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.

At the present time the Erie School District is able to meet the needs of students from all disability categories. As previously outline, the District offers a full continuum of services for students with disabilities and subcontracts service from Approved Private School when necessary.

The Erie School District remains fortunate to be located in a county that realizes excellent interagency collaboration. For many years students and families in Erie have benefited from opportunities that can only exist in a setting that allows provider agencies to interface with each other in a highly positive manner that is reflected by the creative placements provided to students. The ESD is located in a county that is highly regarded for its proactive attention to mental health needs and the cooperation it has between Mental Health, Mental Retardation, school and other service providers. The area is also know for excellence in care for individuals with mental retardation. The inroads that the agencies and service providers forged over the years has led to an outstanding collaborative interagency effort that is in place today. Families that seek assistance are supported by teams of caring organizations that have worked together for the good of the student/client.

The Special Education Department of the Erie School District participates through Erie County Care Management on interagency service planning teams per request of the parent. The Special Education Department works with the service provider chosen by the parent of the student/client on the development of treatment goals and interventions utilized. In addition, the special education department participates in re-authorization meetings with the service provider to assess student/client progress and to alter plans in regard to goals, interventions, medication management and follow-up care. Therapeutic support staff,

mobile therapy and behavior support consultative services are part of the array of services that are available to a hard to place student. The provider agencies in the Erie area are; Achievement Center, Barber National Institute, Bethesda Community Care, Family Services, Safe Harbor Behavioral Health, Sarah A. Reed Children's Center and Stairways Behavioral Health.

The Erie School District Special Education Department has an agreement with Perseus House and Sarah Reed assisting with the placement of our most severe and needy mental health and behaviorally challenged students. This type of placement offers additional support and services for students that have reached a level of care necessary for partial hospitalization or a highly structured supportive therapeutic environment not found in our regular school setting.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs.

The Special Education program of the Erie City School District continues to be a part of the effort to improve the overall curriculum of the District. The Erie School District continues its commitment to the resources necessary for the strengthening of a standards based curriculum and the infusion of best practice that are directly correlated to the Pennsylvania State Standards. The Special Education Department remains a part of the overall movement toward continuous improvement.

The Erie School District has benefited from the development of a standards based curriculum. This curriculum along with the curriculum maps and pacing guides developed by curriculum committees consisting of teachers and administrators allows the instructors in Erie to focus on the appropriate targets necessary to bring students toward proficiency in Reading, Mathematics, Writing and Science. Students in special education are afforded the same opportunities as their non-disabled peers with respect to a curriculum that guides their instruction in a direction commensurate with the expectations outlined by the Commonwealth of Pennsylvania in the prescribed State Standards. Students with special needs are taught appropriate curriculum material in a sequence that is logical and meets the mandated outcomes. The Erie School District has developed a system of local assessments that allow teachers to determine the growth of their students on a regular basis throughout the school year. These locally developed assessments are correlated to the standards and assist in the refinement of instruction to assure that students are progressing toward the goal of proficiency. These assessments remain an integral part of the Standards based curriculum initiative for all (general and special education) students in the District. Additionally, the DIBELS and 4Sight are administered to general and special education students and the KTEA and the Aims web is administered to students receiving special education services. The Erie School District has continued a coaching initiative in the areas of Math, Science, Literacy from pre-k to high school and has also included Special Education coaching for grades K-8. District coaches model and demonstrate effective methods of teaching and provide professional development opportunities for the staff throughout the school year. This highly trained group of instructional staff is a part of co-teaching (LRE) activities of the District.

The Erie School District's Special Education program offers a full continuum of services for eligible children. Students with a variety of disabilities, regardless of the complexity, are recognized and given the individualized attention necessary to provide positive, state of the art programming to maximize learning potential. These programs are provided in the Least Restrictive Environment to the greatest degree whenever possible. All necessary care is given as any movement is made away from the Least Restrictive Environment to assure that class or school changes are made to the degree that will least effect the well

being of the children involved and their families. Decisions regarding placement and curriculum needs are determined by the IEP teams with primary consideration given to the individualized desires of the family and the needs demonstrated by the child. Decisions are never made based on the convenience of the District or the cost necessary to provide programming. All decisions by the IEP team begin with the Least Restrictive Environment as the primary option with movement away from that option only considered after the exhaustion of all demonstrated accommodations and adaptations.

The Erie School District continues to employ the most highly qualified Special Education teachers available in the pool of applicants in the local area. All Special Education teachers are appropriately certified to teach in their assigned area. The Special Education Department in conjunction with the Erie School District's Personnel Department continues to work with the current staff to assure certification requirements, as well as the completion of Act 48 credits for all professional staff members.

In addition to highly qualified instructional staff, the Special Education Department in concert with the District Personnel Office is providing training to non-instructional staff to secure and maintain the highly qualified status as outlined in IDEA. Non-instructional staff is receiving instruction in the ten performance standards needed to obtain the Special Education Paraeducator Credential Competency available through the Pennsylvania Department of Education, Bureau of Special Education.

The Erie School District's development of a standards based curriculum is coupled with an intensive effort to improve classroom instruction. This improvement has been assured through well planned and well structured professional development for non-instructional, instructional and administrative staff. All teachers, general and special education, have received instruction in the best practices of standards based instruction. There is emphasis on differentiated instruction which supports students receiving specialized instruction. Erie continues to train District staff in standards based initiatives. The focus on standards based instruction and supporting professional development has translated into instructional improvement and increased levels of student achievement.

The Erie School District's Special Education department recognizes the important role technology plays in supporting instruction and curriculum. Special education programs in Erie are well supported by a variety of computer based programs that target specific needs of children with disabilities. Among those programs employed by the Erie School District are Read America Learning Labs, READ 180, Career Cruising and the Bridges Transitions "Choices"; Lexia; and Apengea Math.

All departments of the Erie School District continue to be cognizant of the amount of instructional time necessary for students to reach the achievement levels needed to gain proficiency. Schedules are carefully developed to maximize instructional time during the school day. After school programs have been emphasized and any student in need of instructional time is afforded the opportunity to remain after the school day ends and receive a highly structured degree of tutorial service from certified teaching staff. The Erie School District continues to widen the scope of its summer support services each year. Currently summer school program opportunities are available at all levels of instruction with options open to those students with disabilities as well as their non-disabled peers. Additionally, the extended school year option remains for those deemed eligible.

The Special Education Department in a cooperative effort with the District Curriculum Coordinators of Science, Math and Literacy, have made improvements in the selection and provision of instructional materials. These materials are directly correlated to the State standards for learners at all levels. In addition to instructional material alignment, the department emphasizes community based instruction. Students in the Life Skills and Autistic support programs are afforded multiple opportunities during the school year to work, travel and participate in the community as part of the daily living skills curriculum.

Various businesses in Erie cooperate with the Erie School District by providing opportunities for these learners to prepare themselves for the future by navigating in environments they will find themselves as they mature. A program has recently been started to assist middle school students with the difficult task of choosing a career path. The Special Education Work Study/Job Placement Program provides job coaches to high school students to assist them with job acquisition and job maintenance. There are approximately 250 students with disabilities employed while being monitored by job coaches. Many of the positions lead to gainful employment upon graduation.

The Special Education Department of the Erie School District remains committed to the challenge of providing an individualized program for each of the students determined eligible to receive services. The Department realizes that this commitment requires a variety of program options and a commitment of resources that allows quality accommodations and highly effective adaptations to the general curriculum offering. In addition, the Department acknowledges the need to continue instructional techniques and curriculum strategies that afford special needs students with every viable opportunity to meet proficiency within the Pennsylvania Common Core State Standards.

Assurances

Safe and Supportive Schools Assurances

The LEA agrees to comply with all requirements of Student Services outlined in Chapter 12, these include:

- 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 District Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) assures that there are local policies and procedures in place that address:

- 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
Erie County Prison	Incarcerated	Erie School District	18

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Andromeda House	Other	Educational services; mental health counseling; behavior therapy; speech therapy	4
Beacon Light	Other	Educational services; mental health counseling; behavior therapy; speech therapy	2
George Jr. Republic	Other	Educational services; mental health counseling; behavior therapy; speech therapy	1
Harborcreek Youth Services	Neighboring School Districts	Educational services; mental health counseling; behavior therapy; speech therapy	3
Hermitage House	Other	Educational services; mental health counseling; behavior therapy; speech therapy	7
Sarah A Reed Residential	Neighboring School Districts	Educational services; mental health counseling; behavior therapy; speech therapy	2
Edmund L Thomas Alt Ed	Neighboring School Districts	Educational services; mental health counseling; behavior therapy; speech therapy	1
Barber National Institute (Elizabeth Lee Black School)	Approved Private Schools	Educational Services; mental health counseling; behavior therapy; speech	65

		therapy; occupational therapy; physical therapy	
Western Pennsylvania School for the Deaf	Approved Private Schools	Educational services; speech therapy	7

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2012

Average square feet in regular classrooms: 900 sq. ft.

Square footage of this classroom: 625 sq. ft. (25 feet long x 25 feet wide)

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	5 to 6	3	0.25
Jefferson	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 6	3	0.5
Jefferson	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 6	3	0.25

Program Position #2*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	9 to 9	7	0.75
Jefferson	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	2	0.25

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	10 to 11	13	0.65
Jefferson	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	3	0.35

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 7	3	0.5
Jefferson	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	7 to 8	2	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	16	0.25

Justification: Teacher does not service students outside of allowable age span at the same time.

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cleveland	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	5 to 5	7	0.75
Cleveland	An Elementar	A building in which	Itinerant	Learning Support	5 to 5	7	0.25

	y School Building	General Education programs are operated					
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Program Position #7*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cleveland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	28	0.43

Justification: Teacher does not service students outside of the allowable age span at the same time.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cleveland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	8	0.25
Cleveland	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.75

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cleveland	An	A building	Supplemental	Deaf and	9 to 9	1	0.02

	Elementary School Building	in which General Education programs are operated	ntal (Less Than 80% but More Than 20%)	Hearing Impaired Support			
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Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cleveland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	1	0.25
Cleveland	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	7	0.75

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cleveland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.04
Cleveland	An Elementary School Building	A building in which General Education	Full-Time Special Education Class	Deaf and Hearing Impaired Support	12 to 12	1	0.13

		programs are operated					
Cleveland	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	10 to 10	1	0.07

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Edison	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	3	0.25
Edison	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	0.75

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Edison	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 8	9	0.85

Edison	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	1	0.15
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Program Position #14*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

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

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Edison	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.02

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Edison	An Elementary School Building	A building in which General Education programs	Full-Time Special Education Class	Emotional Support	5 to 6	4	0.33

		are operated					
Edison	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 5	2	0.25
Edison	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 5	4	0.42

Program Position #17*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Edison	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	6	1

Program Position #18*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Edison	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 10	22	0.34

Justification: Teacher does not service students outside of allowable age span at the same time.

Program Position #19*Operator:* School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	1	0.25
Lincoln	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.75

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.02

Program Position #21*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 9	4	0.25

Lincoln	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	5	0.5
Lincoln	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	7 to 7	1	0.25

Program Position #22*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.75
Lincoln	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	5	0.25

Program Position #23*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln	An Elementary School	A building in which General	Supplemental (Less Than 80%	Emotional Support	9 to 10	4	0.5

	Building	Education programs are operated	but More Than 20%)				
Lincoln	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 11	2	0.5

Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	17	0.26

Justification: Teacher does not service students outside of allowable age span at the same time.

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.85
Lincoln	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	1	0.15

Program Position #26*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Connell	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	19	0.5
Connell	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	12 to 14	2	0.5

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Connell	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	13	0.5
Connell	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.5

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Connell	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	9	0.5
Connell	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	8 to 10	3	0.5

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Connell	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.02

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Connell	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	4	0.5
Connell	An	A building	Suppleme	Learning	8 to 8	1	0.5

	Elementary School Building	in which General Education programs are operated	ntal (Less Than 80% but More Than 20%)	Support			
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Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2012*Average square feet in regular classrooms:* 900 sq. ft.*Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Connell	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	5	0.75
Connell	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 10	2	0.25

Program Position #32*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Connell	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 14	26	0.4

Justification: Teacher does not service students outside of the allowable age span at the same time.

Program Position #33 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2012*Average square feet in regular classrooms:* 900 sq. ft.*Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Connell	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	4	0.75
Connell	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 8	1	0.25

Program Position #34*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wayne	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	3	0.25
Wayne	An Elementar y School Building	A building in which General Education programs	Suppleme ntal (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	4	0.25

		are operated					
Wayne	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 14	4	0.5

Program Position #35*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wayne	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	9 to 9	1	0.1
Wayne	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	2	0.15
Wayne	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	4	0.5
Wayne	An Elementary School Building	A building in which General Education programs are	Full-Time Special Education Class	Learning Support	10 to 10	1	0.25

		operated					
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Program Position #36*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wayne	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Physical Support	11 to 11	1	0.02
Wayne	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	1	0.15
Wayne	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	0.75
Wayne	An Elementar y School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	11 to 11	1	0.08

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wayne	An Elementar	A building in which	Suppleme ntal (Less	Learning Support	9 to 12	14	0.75

	y School Building	General Education programs are operated	Than 80% but More Than 20%)				
Wayne	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wayne	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 10	1	0.1
Wayne	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 12	5	0.75
Justification: Teacher does not service students outside of allowable age range at same time.							
Wayne	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 11	1	0.15

Program Position #39*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wayne	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 13	14	0.22

Justification: Teacher does not service students outside of allowable age range at the same time.

Program Position #40

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wayne	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.75
Wayne	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	1	0.25

Program Position #41

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Diehl	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 13	4	0.5

Justification: Teacher does not service students outside of the allowable age span at the same time.

Diehl	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 7	1	0.25
Diehl	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	2	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Diehl	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	23	0.35

Justification: Teacher does not service students outside of the allowable age span at the same time.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Diehl	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	0.02

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

Location/	Grade	Building	Support	Service	Age	Caseload	FTE
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Building		Type		Type	Range		
Diehl	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.75
Diehl	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	2	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Diehl	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Diehl	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 12	16	0.8

Justification: Teacher does not service students outside of the allowable age span at the same time.

Diehl	An	A building	Supplemental	Learning	5 to 5	1	0.2
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	Elementary School Building	in which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
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Program Position #47*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harding	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	5	0.35
Harding	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	3	0.2
Harding	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 8	2	0.2
Harding	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 6	1	0.15
Harding	An Elementary	A building in which	Supplemental (Less	Emotional Support	7 to 7	1	0.1

	y School Building	General Education programs are operated	Than 80% but More Than 20%)				
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Program Position #48

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harding	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	7	0.9
Harding	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	8 to 8	1	0.1

Program Position #49

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harding	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	8	1

Program Position #50

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Harding	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	0.6
Harding	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	9	0.4

Program Position #51

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harding	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 12	17	0.26

Justification: Teacher does not service students outside of allowable age span at the same time.

Program Position #52

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harding	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	16	1

Program Position #53

Operator: School District

PROGRAM SEGMENTS

Location/	Grade	Building	Support	Service	Age	Caseload	FTE
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Building		Type		Type	Range		
Harding	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.5
Harding	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	1	0.5

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emerson Gridley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	10	0.5
Emerson Gridley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	5	0.5

Program Position #55*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emerson Gridley	An Elementary	A building in which	Supplemental (Less	Autistic Support	8 to 10	5	0.85

	y School Building	General Education programs are operated	Than 80% but More Than 20%)				
Emerson Gridley	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	10 to 10	1	0.15

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emerson Gridley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 12	25	0.38

Justification: Teacher does not service students outside of allowable age span at the same time.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emerson Gridley	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 6	2	0.25
Emerson Gridley	An Elementary School Building	A building in which General Education programs are	Full-Time Special Education Class	Learning Support	5 to 6	5	0.75

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emerson Gridley	An Elementar y School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 5	1	0.25
Emerson Gridley	An Elementar y School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 5	3	0.75

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emerson Gridley	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	8 to 11	5	0.6
Emerson Gridley	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	9 to 9	4	0.4

Program Position #60*Operator:* School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emerson Gridley	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	10 to 12	8	0.6
Emerson Gridley	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	8	0.4

Program Position #61*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emerson Gridely	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	6	0.75
Emerson Gridely	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 10	1	0.25

Program Position #62*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Emerson Gridley	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 9	5	0.75
Emerson Gridley	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	8 to 8	1	0.25

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

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emerson Gridley	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 8	10	0.5
Emerson Gridley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	4	0.25
Emerson Gridley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	1	0.25

Program Position #64

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKinley	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	3	0.1
McKinley	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 8	1	0.1
McKinley	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	8 to 9	7	0.8

Program Position #65

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKinley	An Elementar y School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	7 to 10	9	1

Program Position #66

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Building		Type		Type	Range		
McKinley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.2

Program Position #67*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKinley	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	8 to 10	8	1

Program Position #68*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKinley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	26	0.4

Justification: Teacher does not service students outside of the allowable age range at the same time.

Program Position #69*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKinley	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	10 to 11	8	0.3

		are operated					
McKinley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	14	0.7

Program Position #70*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKinley	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	10 to 11	9	0.8
McKinley	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 10	2	0.2

Program Position #71*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKinley	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 10	12	0.6
McKinley	An	A building	Itinerant	Learning	9 to 11	3	0.4

	Elementary School Building	in which General Education programs are operated		Support			
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Program Position #72*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKinley	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 7	3	0.3
McKinley	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 7	2	0.35
McKinley	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	8 to 8	1	0.35

Program Position #73*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Perry	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More	Learning Support	10 to 11	9	0.75

		programs are operated	Than 20%)				
Perry	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 10	5	0.25

Program Position #74*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Perry	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	6	0.4
Perry	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	4	0.6

Program Position #75*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Perry	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	8	0.85

Perry	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.15
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Program Position #76*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Perry	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.02

Program Position #77*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Perry	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	20	0.31

Justification: Teacher does not service students outside of the allowable age span at the same time.

Program Position #78*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Perry	An Elementary School Building	A building in which General Education programs are	Itinerant	Emotional Support	10 to 10	3	0.25

		operated					
Perry	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9	3	0.25
Perry	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 9	3	0.5

Program Position #79*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Perry	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	7	0.25
Perry	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	11	0.75

Program Position #80*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Perry	An Elementary	A building in which	Itinerant	Learning Support	9 to 10	7	0.75

	y School Building	General Education programs are operated					
Perry	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 9	1	0.25

Program Position #81*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Perry	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	8 to 9	2	0.45
Perry	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 9	3	0.25
Perry	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 7	3	0.3

Program Position #82*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer- Burleigh	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	9 to 10	8	1

Program Position #83*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer- Burleigh	An Elementar y School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	5	0.25
Pfeiffer- Burleigh	An Elementar y School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	13 to 15	5	0.5
Pfeiffer- Burleigh	An Elementar y School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	13 to 13	1	0.25

Program Position #84*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer-	An	A building	Suppleme	Learning	11 to 12	5	0.5

Burleigh	Elementary School Building	in which General Education programs are operated	ntal (Less Than 80% but More Than 20%)	Support			
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	1	0.1
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 12	3	0.4

Program Position #85*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	5	0.8
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	1	0.2

Program Position #86*Operator: School District*

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	1	0.1
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 8	4	0.15
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.15
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 9	3	0.15
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 6	1	0.15
Pfeiffer-Burleigh	An Elementary School	A building in which General	Supplemental (Less Than 80%	Emotional Support	8 to 8	1	0.15

	Building	Education programs are operated	but More Than 20%)				
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9	1	0.15

Program Position #87*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 6	1	0.1
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 9	2	0.1
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 7	2	0.3
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More	Learning Support	7 to 9	5	0.5

		programs are operated	Than 20%)				
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Program Position #88*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	24	0.37

Justification: Teacher does not service students outside of allowable age span at the same time.

Program Position #89*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	6	0.8
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	2	0.2

Program Position #90*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer-Burleigh	An Elementary School	A building in which General	Supplemental (Less Than 80%	Learning Support	11 to 12	6	0.75

	Building	Education programs are operated	but More Than 20%)				
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	1	0.1
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	1	0.15

Program Position #91

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.9
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	1	0.1

Program Position #92

Operator: School District

PROGRAM SEGMENTS

Location/	Grade	Building	Support	Service	Age	Caseload	FTE
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Building		Type		Type	Range		
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	1

Program Position #93*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.7
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	1	0.15
Pfeiffer-Burleigh	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	1	0.15

Program Position #94*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School	A building in which	Supplemental (Less	Learning Support	12 to 14	10	0.65

	Building	General Education programs are operated	Than 80% but More Than 20%)				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	6	0.35

Program Position #95*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	11	0.65
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	7	0.35

Program Position #96*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson	A Middle School Building	A building in which General Education programs	Itinerant	Deaf and Hearing Impaired Support	11 to 14	2	0.04

		are operated					
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Program Position #97*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 12	2	0.04

Program Position #98*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	9	0.5
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	9	0.5

Program Position #99*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School Building	A building in which General	Supplemental (Less Than 80%)	Learning Support	11 to 13	9	0.7

		Education programs are operated	but More Than 20%)				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	3	0.3

Program Position #100*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	7	0.11

Program Position #101*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	10	0.5
Wilson Middle	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	4	0.25

		operated					
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 12	1	0.25

Program Position #102*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	6	0.85
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	1	0.15

Program Position #103*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	13 to 14	4	0.45
Wilson Middle	A Middle School	A building in which	Supplemental (Less	Emotional Support	13 to 13	4	0.35

	Building	General Education programs are operated	Than 80% but More Than 20%)				
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	2	0.2

Program Position #104*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.65
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	10	0.35

Program Position #105*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	A Middle School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	9	0.45

		are operated					
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 12	5	0.45
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 12	3	0.1

Program Position #106*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Middle	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 12	10	0.75
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	3	0.25

Program Position #107*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson	A Middle	A building	Supplemental	Life Skills	12 to 15	10	0.75

Middle	School Building	in which General Education programs are operated	ntal (Less Than 80% but More Than 20%)	Support			
Wilson Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 12	1	0.25

Program Position #108*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	0.4
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.4
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 14	1	0.2

Program Position #109*Operator: School District*

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 14	7	0.7
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 14	2	0.3

Program Position #110*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	0.8
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	1	0.1
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 12	1	0.1

		are operated					
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Program Position #111*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.6
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	10	0.3
Roosevelt	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.1

Program Position #112*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 13	1	0.02

Program Position #113

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	12 to 14	16	0.8
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	4	0.1
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 14	1	0.1

Program Position #114

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	11 to 13	19	1

Program Position #115

Operator: School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Building		Type		Type	Range		
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	10	0.15

Program Position #116*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	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	5	0.35
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 13	8	0.3
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 14	2	0.35

Program Position #117*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	A Middle School	A building in which	Supplemental (Less	Learning Support	13 to 14	15	0.75

	Building	General Education programs are operated	Than 80% but More Than 20%)				
Roosevelt	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	7	0.25

Program Position #118*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	12	0.6
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 14	1	0.25
Roosevelt Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	3	0.15

Program Position #119*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	9	0.65
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 15	1	0.15
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	10	0.2

Program Position #120*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	20	0.4
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are	Full-Time Special Education Class	Emotional Support	15 to 18	7	0.6

		operated					
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Program Position #121*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 20	10	0.5
Justification: Teacher does not service student outside of allowable age ranges at the same time.							
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 15	1	0.05
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17	3	0.25
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 15	8	0.2

Program Position #122*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Strong	A	A building	Suppleme	Emotional	14 to 17	14	0.7

Vincent	Junior/Senior High School Building	in which General Education programs are operated	ntal (Less Than 80% but More Than 20%)	Support			
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 14	2	0.2
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 18	3	0.1

Program Position #123*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	13	0.85
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 15	1	0.15

Program Position #124*Operator: School District*

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	20	0.7
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.1
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 17	2	0.2

Program Position #125*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.7
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs	Itinerant	Learning Support	16 to 16	1	0.1

		are operated					
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	3	0.2

Program Position #126*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	13	0.8
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.1
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 15	1	0.1

Program Position #127*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Strong	A	A building	Supplemental	Learning	14 to 18	11	0.8

Vincent	Junior/Senior High School Building	in which General Education programs are operated	ntal (Less Than 80% but More Than 20%)	Support			
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	5	0.1
Strong Vincent	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	18 to 18	1	0.1

Program Position #128*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	7	0.4
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	16 to 16	1	0.1
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.5

	ior High School Building	General Education programs are operated	Than 80% but More Than 20%)				
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Program Position #129*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	11	0.8
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	2	0.2

Program Position #130*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	7	0.3
East	A Junior/Senior High School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	7	0.7

		are operated					
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Program Position #131*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	17	1

Program Position #132*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.02

Program Position #133*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	16	0.8

Justification: Teacher does not service students outside of allowable age range at the same time.

East	A Junior/Senior	A building in which	Full-Time Special	Emotional Support	15 to 15	1	0.15
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	High School Building	General Education programs are operated	Education Class				
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 17	1	0.05

Program Position #134*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	19	1

Program Position #135*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	7	0.4
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	9	0.6

		are operated					
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Program Position #136*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	13	0.9
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 16	1	0.1

Program Position #137*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	8	0.5
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 15	4	0.1
East	A	A building	Full-Time	Learning	16 to 17	2	0.4

	Junior/Senior High School Building	in which General Education programs are operated	Special Education Class	Support			
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Program Position #138*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	12	0.75
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	4	0.25

Program Position #139*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 19	2	0.1
East	A Junior/Senior High School	A building in which General Education	Itinerant	Emotional Support	15 to 18	13	0.5

	Building	programs are operated					
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	17 to 17	1	0.2
East	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 17	1	0.2

Program Position #140*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 17	3	0.06

Program Position #141*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

Program Position #142*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	35	1

Program Position #143*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	14	0.7
Justification: Teacher does not service students outside of allowable age range at the same time.							
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	3	0.15
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 14	1	0.15

Program Position #144*Operator: School District*

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	31	1

Program Position #145*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	17 to 17	1	0.02

Program Position #146*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	17 to 20	5	0.62
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 19	3	0.37

Program Position #147*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	18	0.4
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	6	0.45
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	19 to 19	1	0.15

Program Position #148*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.02

Program Position #149*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	16 to 20	11	1

Program Position #150*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	7	0.8
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 16	2	0.2

Program Position #151*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	18	0.65
Central	A	A building	Suppleme	Learning	16 to 17	4	0.35

	Junior/Senior High School Building	in which General Education programs are operated	ntal (Less Than 80% but More Than 20%)	Support			
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Program Position #152*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 18	9	0.75
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 18	2	0.25

Program Position #153*Operator: School District***PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

Program Position #154*Operator: School District***PROGRAM SEGMENTS**

Location/	Grade	Building	Support	Service	Age	Caseload	FTE
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Building		Type		Type	Range		
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	20	1

Program Position #155*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/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 15	7	0.87
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 15	1	0.13

Program Position #156*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	20	1

Program Position #157*Operator:* School District

PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	18	0.9
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 14	3	0.1

Program Position #158*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 20	13	0.9
Justification: Age waivers were obtained.							
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 15	1	0.1

Program Position #159*Operator:* School District**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	A	A building	Supplemental	Life Skills	14 to 16	9	0.65

	Junior/Senior High School Building	in which General Education programs are operated	ntal (Less Than 80% but More Than 20%)	Support			
Central	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 15	2	0.35

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	Barker Leadership Administration Building	0.5
Supervisor of Special Education	Barker Leadership Administration Building	3.25
Clerical Support/Secretary	Barker Leadership Administration Building	4
Transition Facilitator	Barker Leadership Administration Building	1
School Psychologist	Barker Leadership Administration Building	4
Paraprofessional	Lincoln Elementary	2
Paraprofessional	Pfeiffer-Burleigh	2
Paraprofessional	Roosevelt	3
Paraprofessional	Wayne	2
Paraprofessional	Wilson Middle	2

Paraprofessional	Cleveland Elementary	3
Paraprofessional	Edison Elementary	3
Paraprofessional	Emerson-Gridley Elementary	3
Paraprofessional	Harding	1
Paraprofessional	McKinley	3
Paraprofessional	Perry	3
Paraprofessional	Jefferson Elementary	2
Paraprofessional	Connell	3
Paraprofessional	Central High School	6
Paraprofessional	Strong Vincent High School	1
Paraprofessional	Diehl	1
Paraprofessional	East High School	1
Speech Language Pathologist	All Schools	11

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Assistive Technology Consultant	Intermediate Unit	5 Days
Autistic Support Job Coach	Intermediate Unit	5 Days
Occupational Therapist	Intermediate Unit	5 Days
Physical Therapist	Intermediate Unit	5 Days
Autistic Support Job Coach	Intermediate Unit	5 Days
Autistic Support Job Coach	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

In reviewing the school level plans accomplishments and systemic challenges, the area of instruction appeared the most often as an area of concern through different data sources.

Data Source	Curriculum	Instruction	Assessment	Intervention	Attendance	PD #6	Adult Support #7	Staffing #8	Resou #9
	#1	#2	#3	#4	#5				
School Level Plan	2	1		3					
GE Review 2012		1				2			
SIG Grant									
GE Review 2011		1							

District Accomplishments

Accomplishment #1:

Ac Graduation rate for all students meets or exceeds state targets. The graduation rate is 82%.

Source: PA AYP/NCLB Report Card

Accomplishment #2:

Attendance rate for all students and subgroups meets or exceeds state targets. Attendance rate is 92% with all subgroups meeting the attendance target. There is no disparity between all students and the subgroups.

Source: PA AYP/NCLB Report Card

Accomplishment #3:

A The District met the participation rate for all students in reading and math with 99% participation. All subgroups met the participation rate for reading and math.

Source: PA AYP/NCLB Report Card

Accomplishment #4:

97% of all teachers are Highly Qualified with 0% having an emergency certificate.

Source: PA AYP/NCLB Report Card

Accomplishment #5:

The District met SPP Targets in Indicator 4B Discrepancy in Suspension and Expulsion Rates by Race/Ethnicity.

Source: Special Education Data Report School Year 2010-2011

Accomplishment #6:

The District met SPP targets in Participation Rate for Reading and Math.

Source: Special Education Data Report 2010-1011

Accomplishment #7:

The District met SPP targets for Indicator 9: Disproportionality Representation by Race/Ethnicity

Source: Special Education Data Report 2010-2011

Accomplishment #8:

The District met SPP targets for Indicator 10: Disproportionate Representation by Disability Category.

Source: Special Education Data Report:

District Concerns

Concern #1:

Over the past three years, the District has engaged in an unprecedented budget and strategic planning process. The District had a \$26 million budget deficit that led to a furlough of 240 teachers in 2010-2011, 3 school closures and 3 school consolidations in 2012-2013. The District also lost 50% of the administrative team due to the budget deficit. The concern is how the budget situation impacted student achievement, considering greater class sizes, reduced teaching and administrative staff and fewer resources.

Source: Erie District Board Documents, Erie School District Website

Concern #2:

The District did not make AYP and is in District Improvement II. Collegiate Academy was the only school that met the NCLB targets.

Source: PA AYP/NCLB Report Card & Emetric

Concern #3:

In Mathematics, 59% of all students met the state target of 78% proficiency.

Grades 3-5 is below state % of proficiency by 17 points.

Grades 6-8 is below state % of proficiency by 12 points.

Grade 11 is below state % of proficiency by 8 points.

Source: PA AYP/NCLB Report Card & Emetric

Concern #4:

In Reading, 53% of all students met the state target of 81% proficiency.

Grades 3-5 is below state % of proficiency by 18 points.

Grades 6-8 is below state % of proficiency by 16 points.

Grade 11 is below state % of proficiency by 7 points.

Source: PA AYP/NCLB Report Card & Emetric

Concern #5:

While the District had been showing a pattern of growth in math and reading from 2007-2011, the scores in 2012 showed a significant drop across all grade levels and subgroups.

Gr 3-5 Disparity of >10 points in Black, Hispanic, IEP in reading and math

Gr 6-8 Disparity of >10 points in Black, IEP in reading and math

Gr 11 Disparity of >10 points in Black, Hispanic, IEP, ED in reading and math

Source: PA AYP/NCLB Report Card & Emetric

Concern #6:

The District did not meet SPP targets for Graduation and Drop Out Rates (Ages 14-21)

Source: Special Education Data Report 2010-2011

Concern #7:

The District did not meet SPP targets for AYP in Reading and Math.

Source: Special Education Data Report 2010-2011

Concern #8:

The District did not meet SPP targets in Suspension/Expulsion Rates, however, through this was found to be due in large part to reporting inaccuracies in the District's student information system. Corrective measures, i.e professional development regarding accurate reporting and School Wide Positive Behavior Support strategies have been implemented.

Source: Special Education Data Report 2010-2011

Prioritized Systemic Challenges

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

Aligned Concerns:

Over the past three years, the District has engaged in an unprecedented budget and strategic planning process. The District had a \$26 million budget deficit that led to a furlough of 240 teachers in 2010-2011, 3 school closures and 3 school consolidations in 2012-2013. The District also lost 50% of the administrative team due to the budget deficit. The concern is how the budget situation impacted student achievement, considering greater class sizes, reduced teaching and administrative staff and fewer resources.

Source: Erie District Board Documents, Erie School District Website

The District did not make AYP and is in District Improvement II. Collegiate Academy was the only school that met the NCLB targets.

Source: PA AYP/NCLB Report Card & Emetric

In Mathematics, 59% of all students met the state target of 78% proficiency.

Grades 3-5 is below state % of proficiency by 17 points.

Grades 6-8 is below state % of proficiency by 12 points.

Grade 11 is below state % of proficiency by 8 points.

Source: PA AYP/NCLB Report Card & Emetric

In Reading, 53% of all students met the state target of 81% proficiency.

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Source: PA AYP/NCLB Report Card & Emetric

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Source: PA AYP/NCLB Report Card & Emetric

The District did not meet SPP targets for Graduation and Drop Out Rates (Ages 14-21)

Source: Special Education Data Report 2010-2011

The District did not meet SPP targets for AYP in Reading and Math.

Source: Special Education Data Report 2010-2011

The District did not meet SPP targets in Suspension/Expulsion Rates, however, through this was found to be due in large part to reporting inaccuracies in the District's student information system. Corrective measures, i.e professional development regarding accurate reporting and School Wide Positive Behavior Support strategies have been implemented.

Source: Special Education Data Report 2010-2011

Systemic Challenge #2 (System #1) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

The District did not make AYP and is in District Improvement II. Collegiate Academy was the only school that met the NCLB targets.

Source: PA AYP/NCLB Report Card & Emetric

In Mathematics, 59% of all students met the state target of 78% proficiency.

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Source: PA AYP/NCLB Report Card & Emetric

The District did not meet SPP targets for Graduation and Drop Out Rates (Ages 14-21)

Source: Special Education Data Report 2010-2011

The District did not meet SPP targets for AYP in Reading and Math.

Source: Special Education Data Report 2010-2011

The District did not meet SPP targets in Suspension/Expulsion Rates, however, through this was found to be due in large part to reporting inaccuracies in the District's student information system. Corrective measures, i.e professional development regarding accurate reporting and School Wide Positive Behavior Support strategies have been implemented.

Source: Special Education Data Report 2010-2011

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

Aligned Concerns:

The District did not make AYP and is in District Improvement II. Collegiate Academy was the only school that met the NCLB targets.

Source: PA AYP/NCLB Report Card & Emetric

In Mathematics, 59% of all students met the state target of 78% proficiency.

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Gr 11 Disparity of >10 points in Black, Hispanic, IEP, ED in reading and math

Source: PA AYP/NCLB Report Card & Emetric

The District did not meet SPP targets for Graduation and Drop Out Rates (Ages 14-21)

Source: Special Education Data Report 2010-2011

The District did not meet SPP targets for AYP in Reading and Math.

Source: Special Education Data Report 2010-2011

The District did not meet SPP targets in Suspension/Expulsion Rates, however, through this was found to be due in large part to reporting inaccuracies in the District's student information system. Corrective measures, i.e professional development regarding accurate reporting and School Wide Positive Behavior Support strategies have been implemented.

Source: Special Education Data Report 2010-2011

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

Aligned Concerns:

Over the past three years, the District has engaged in an unprecedented budget and strategic planning process. The District had a \$26 million budget deficit that led to a furlough of 240 teachers in 2010-2011 , 3 school closures and 3 school consolidations in 2012-2013. The District also lost 50% of the administrative team due to the budget deficit. The concern is how the budget situation impacted student achievement, considering greater class sizes, reduced teaching and administrative staff and fewer resources.

Source: Erie District Board Documents, Erie School District Website

The District did not make AYP and is in District Improvement II. Collegiate Academy was the only school that met the NCLB targets.

Source: PA AYP/NCLB Report Card & Emetric

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Gr 11 Disparity of >10 points in Black, Hispanic, IEP, ED in reading and math

Source: PA AYP/NCLB Report Card & Emetric

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

Aligned Concerns:

Over the past three years, the District has engaged in an unprecedented budget and strategic planning process. The District had a \$26 million budget deficit that led to a furlough of 240 teachers in 2010-2011, 3 school closures and 3 school consolidations in 2012-2013. The District also lost 50% of the administrative team due to the budget deficit. The concern is how the budget situation impacted student achievement, considering greater class sizes, reduced teaching and administrative staff and fewer resources.

Source: Erie District Board Documents, Erie School District Website

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Source: PA AYP/NCLB Report Card & Emetric

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Source: PA AYP/NCLB Report Card & Emetric

The District did not meet SPP targets for Graduation and Drop Out Rates (Ages 14-21)

Source: Special Education Data Report 2010-2011

Systemic Challenge #6 (System #7) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Over the past three years, the District has engaged in an unprecedented budget and strategic planning process. The District had a \$26 million budget deficit that led to a furlough of 240 teachers in 2010-2011, 3 school closures and 3 school consolidations in 2012-2013. The District also lost 50% of the administrative team due to the budget deficit. The concern is how

the budget situation impacted student achievement, considering greater class sizes, reduced teaching and administrative staff and fewer resources.

Source: Erie District Board Documents, Erie School District Website

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Source: PA AYP/NCLB Report Card & Emetric

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Gr 11 Disparity of >10 points in Black, Hispanic, IEP, ED in reading and math

Source: PA AYP/NCLB Report Card & Emetric

Systemic Challenge #7 (*System #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Over the past three years, the District has engaged in an unprecedented budget and strategic planning process. The District had a \$26 million budget deficit that led to a furlough of 240 teachers in 2010-2011, 3 school closures and 3 school consolidations in 2012-2013. The District also lost 50% of the administrative team due to the budget deficit. The concern is how the budget situation impacted student achievement, considering greater class sizes, reduced teaching and administrative staff and fewer resources.

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Gr 11 Disparity of >10 points in Black, Hispanic, IEP, ED in reading and math

Source: PA AYP/NCLB Report Card & Emetric

Systemic Challenge #8 (System #9) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Over the past three years, the District has engaged in an unprecedented budget and strategic planning process. The District had a \$26 million budget deficit that led to a furlough of 240 teachers in 2010-2011, 3 school closures and 3 school consolidations in 2012-2013. The District also lost 50% of the administrative team due to the budget deficit. The concern is how the budget situation impacted student achievement, considering greater class sizes, reduced teaching and administrative staff and fewer resources.

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Gr 6-8 Disparity of >10 points in Black, IEP in reading and math

Gr 11 Disparity of >10 points in Black, Hispanic, IEP, ED in reading and math

Source: PA AYP/NCLB Report Card & Emetric

Systemic Challenge #9 (System #12) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Aligned Concerns:

Over the past three years, the District has engaged in an unprecedented budget and strategic planning process. The District had a \$26 million budget deficit that led to a furlough of 240 teachers in 2010-2011, 3 school closures and 3 school consolidations in 2012-2013. The District also lost 50% of the administrative team due to the budget deficit. The concern is how the budget situation impacted student achievement, considering greater class sizes, reduced teaching and administrative staff and fewer resources.

Source: Erie District Board Documents, Erie School District Website

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Grade 11 is below state % of proficiency by 7 points.

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Gr 11 Disparity of >10 points in Black, Hispanic, IEP, ED in reading and math

Source: PA AYP/NCLB Report Card & Emetric

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Indicators of Effectiveness:

Type: Summative

Data Source: Student Achievement: PSSA and Keystone

Specific Targets: The goal is to meet AYP targets in four Demonstration Schools (McKinley, Diehl, Roosevelt, Strong Vincent) based on 2013 PSSA and Keystones.

Type: Summative

Data Source: Student Achievement: PSSA and Keystone

Specific Targets: The goal is to maintain the current District AYP status by 'Making Progress' for 2013.

Type: Formative

Data Source: Common Core Survey: Administer pre/post Common Core Knowledge survey

Specific Targets: Teachers and administrators will participate in a Common Core Knowledge pre/post survey in November 2012 and May 2013 to determine levels of knowledge of the Common Core State Standards.

Type: Formative

Data Source: Classroom Practice Tool as developed by the Consortium for Policy Research in Education (CPRE)

Specific Targets: The goal is to collect baseline data on current classroom practices in the four Demonstration Schools (McKinley, Diehl, Roosevelt, Strong Vincent) and in a set of comparison schools.

Strategies:

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source:

<http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>)

WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source:

http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Leadership Development

Description:

The District is currently working with Jon Saphier and the Research for Better Teaching to provide all administrators with an in-depth course called Observing and Analyzing

Teaching. This course is a practical, performance-based course for administrators to ensure quality and consistency in their observation and evaluation of teachers. It is based on the research of Jon Saphier and the *Skillful Teacher*.

<http://www.rbteach.com/rbteach2/Home.html>

All administrators will be able to understand the knowledge base of teaching, have a common language for teaching and learning, develop conferencing skills, use data to support decision-making, identify learning problems, define a high expectation for teaching and learning and provide teachers with detailed, balanced feedback to support classroom instruction.

SAS Alignment: Instruction

Action Steps:

Leadership for teaching and learning

Indicator of Implementation:

By May 2013, all administrators will complete the Observing and Analyzing Teaching course, using the Skillful Teacher, to reinforce the common language needed to identify effective teaching. Completion of course requires:

- attendance at all sessions as verified through sign in sheets
- 10-14 active reading assignments involving concrete evidence of interaction with text
- 6-8 short writings based on literal notes from classroom observations and conferences about teaching
- 1 on-site performance assessment consisting of classroom observation and detailed post-observation
- 1 complete final write-up of a classroom observation and set of related conferences
- active participation in course discussions and sessions

Start Date: 8/27/2012 **End Date:** 5/31/2013

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Leadership Development

Network of support for consistent implementation of instructional practices

Indicator of Implementation:

- By November 2012, four best practice schools, called Demonstration Schools, will be identified through a collaborative selection committee process
 - Demonstration Schools will have access to an array of resources and support, including, use of instructional coaches/facilitators, dedicated collaborative time, access to consultants and professional development to support the work
 - Baseline data on Classroom Instructional Practices will be identified using a tool developed by the Consortium for Policy Research in Education (CPRE)
- By June 2013, the four Demonstration Schools will identify the instructional practices that most impacted student achievement gains on the PSSA and Keystone exams
- By August 2013, additional schools will be added to the Demonstration school model and the cycle will be reviewed and revised
- By June 2014, all schools will have access to the best practice strategies for consistent implementation of instructional practices

Start Date: 8/27/2012 **End Date:** 6/13/2014

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Substantial Professional Development
- Leadership Development

Professional development to implement the Common Core State Standards

Indicator of Implementation:

- By June 2013, all teachers and administrators will have participated in a minimum of 2 professional development sessions to broaden awareness of the

shifts to the Common Core State Standards as indicated on a Common Core Knowledge pre/post tool

- By November 2012, the District will select 4 focused Common Core Intensive Demonstration Schools to implement the Common Core State Standards instructional shifts and create a model for all schools to implement
- By January 2013, all content-based professional development sessions include the Common Core Standards as indicated on agendas, print materials, power-points and other tools
- In June 2013, the District will host a regional conference around the Common Core State Standards
- By June 2014, all schools will have sent principal and teacher leader teams to the Standards Immersion Institute and develop train the trainer models to share in buildings

Start Date: 8/1/2012 **End Date:** 6/30/2014

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

Supported Strategies:

- *Instructional Coaching*
- *Substantial Professional Development*
- *Leadership Development*

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Formative

Data Source: Common curriculum assessment data

Observation and walk-through data

Specific Targets: Implementation of standards-aligned report card

10% or greater improvement on Keystone and PSSA achievement scores

10% or greater improvement on curriculum common assessment data

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the

following link provides an overview of curriculum mapping:

http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction

Action Steps:

Align K-12 curriculum to the Common Core State Standards

Indicator of Implementation:

- By June 2014, all K-12 math, literacy, social studies will be aligned to the CCSS and K-12 science curriculum will be aligned to NGSS
- By June 2014, all revised curriculum will be published on the District website and accessible to students, teachers and families
- By June 2014, a cycle for curriculum review and revision will be established
- By June 2014, individual teacher lesson plans will reflect the revised curriculum and the supporting resources

Start Date: 8/1/2012 **End Date:** 6/30/2014

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

Supported Strategies:

- *Curriculum Mapping*
- *Reading Across the Curriculum*

Goal #3: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
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- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Formative

Data Source: Common curriculum assessments

Keystone and PSSA student achievement scores

Specific Targets: 100% implementation of K-12 common assessments in reading, math and science

Strategies:***Common Assessment within Grade/Subject***

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Instructional Conversations

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

SAS Alignment: Instruction

Action Steps:

Development of common assessments aligned to curriculum and Common Core State Standards

Indicator of Implementation:

- By June 2014, K-12 math, reading, science and social studies will implement a common assessment
- By June 2014, all schools will have the ability to administer the assessments online or paper/pencil
- Common assessments for reading and math will reflect the shift to the CCSS and will be reviewed on an annual basis by a collaborative committee

Start Date: 8/1/2012 **End Date:** 6/28/2014

Program Area(s): Educational Technology

Supported Strategies:

- *Common Assessment within Grade/Subject*

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, 14, and 16. 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 Action 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.

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

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

Affirmed by James Herdzyk on 11/29/2012²

School Board President

Affirmed by Jay Badams on 11/28/2012²

Chief School Administrator